

BUSINESS EDUCATION WORLD

September 1954

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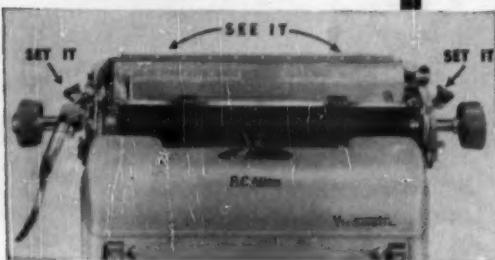
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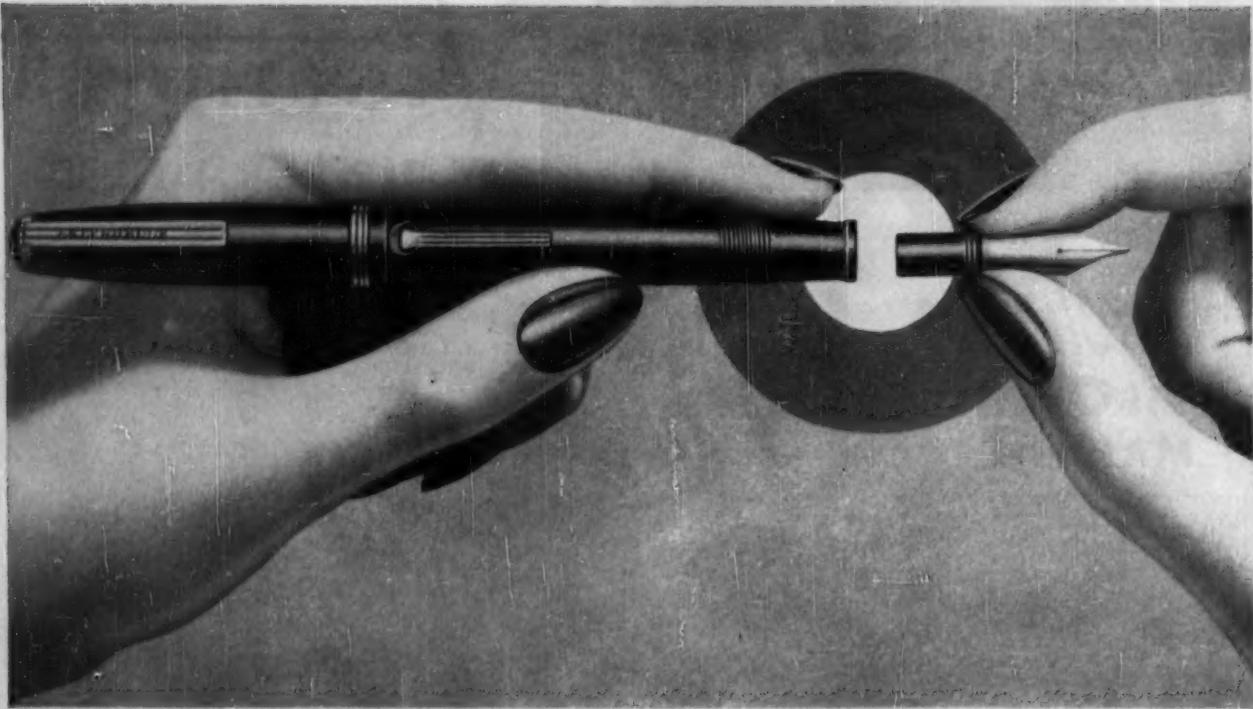


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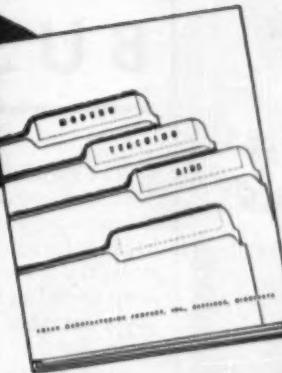
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BUSINESS SCENE

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• *This helps* in two ways: (1) timing gifts to take advantage of the annual exclusion; and (2) deciding whether or not it's necessary to file a gift-tax return. (In some cases you must file a return, even if no gift tax is due.) Be sure, too, to keep the amount of your lifetime gift deduction updated.

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In addition, you are entitled to a \$30,000 lifetime deduction that you can use in two ways: One is to apply the \$30,000 specific exemption over a period of time to individual gifts that exceed \$3,000 a year. Another way is to combine the exclusion and exemption to give \$33,000, tax free, to one person.

■ **Coffee Investigation—**

After six months of probing the whys and wherefores of spiraling coffee prices, the Federal Trade Commission came up with the following report:

• *Poor reporting* of Brazilian coffee crop estimates for the 1953-1954 and 1954-1955 seasons created what FTC called a "nervous" market in this country. FTC charged that when it became evident that the shortage in the frost-bitten Parana area would be largely offset by increased production in frost-free Brazilian areas and in other countries, speculation had already disrupted the exchange market. For this reason, FTC's report recommended more money for U.S. Agriculture Department crop estimators in coffee-producing nations, a move that the National Coffee Association quickly pointed out it has been advocating for some time.

• *Speculation* on the New York Exchange was FTC's second target. The

report said that Brazilian groups bought up coffee futures just before Brazil upped its crop loan rates to growers. This started the price spiral, for coffee prices are geared to replacement costs rather than to current or spot market prices.

The spot market was then inflated, the report continued, by inventory hoarding on the part of five major U.S. roasters—A & P, General Foods, Hills Brothers, Standard Brands, and Folger and Company. American importers and speculators also got into the act, said FTC, through "irregularities and imperfections" in the New York Exchange's trading rules.

• *A final swat* was taken at U.S. restaurants, accusing them of jacking retail prices far above the point of increased costs.

■ **What the Businessmen Are Talking About—**

• *Low-calorie appeal* has caught on even in liquor advertising. *Printers' Ink* magazine reports that Schenley Distillers, Inc., is plugging bourbon claimed to contain half the calorie content of "other" brands, and that Bacardi rum ads compare their product's calorie count favorably to that of two strips of bacon.

• *An employee offer* to buy the Tacoma (Washington) Transit Company came as "somewhat of a surprise" to the company. The employees' AFL local decided that "co-operative ownership would be preferable to municipal ownership, which has been discussed." Its members submitted an offer to buy the company's outstanding 343,830 shares of stock, by October if possible. Tacoma Transit hasn't announced that it is interested in selling—to the city or anyone else.

• *A British whaling fleet* in the Antarctic has recovered a record-breaking lump of ambergris from the innards of a sperm whale. The ambergris weighs over 900 pounds, has a market price of about \$9 an ounce. The rare substance is used by the perfume industry as a scent fixative. Usually, it is found floating on the ocean's surface, mostly in small- and medium-sized lumps.

• *Underwater telephone cable* linking Alaska and the U.S. phone system at Port Angeles, Washington, is planned by the Long Lines Department of American Telephone & Telegraph Company. The cable, with a capacity of 36 message circuits, will have underwater voice boosters, located at 40-mile intervals. It is slated for completion and operation late in 1956.

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Alpha Chapter of D.P.E. has just published three new research abstracts that may be purchased from Mr. Joseph Green, 15 Brown Place, Bergenfield, New Jersey: *Women in White Collar Jobs*, by Helen J. Recknagel

(40¢—48 pages); *An Analysis of Clerical Business Typing Papers and Form for the Improvement of Instructional Materials*, by V. A. Frisch (25¢—28 pages); and

Improvement of the Curriculum in Clerical Practice in One Metropolitan High School, by Dorothy Stricks Fried (25¢—24 pages).

Also, the 1950 Delta Pi Epsilon Research Award has recently been published by the Oklahoma Agricultural and Mechanical College (Stillwater, Oklahoma). This dissertation by Herbert Hamiltonis, based on Relationships of Success in Beginning General Clerical Occupation to Achievement in the Informational and Skill Aspects of the General Office Clerical Division of the National Business Entrance Tests Series, is free to members. Nonmembers may secure a copy at a nominal cost.

■ Occupational Outlook Wall Charts—

The United States Department of Labor, Bureau of Labor Statistics, Washington 25, D. C., has a series of wall charts, 12 x 17 inches (usually accompanied by a summary) that show the latest developments in employment trends and occupations. Two of particular interest are: "Accounting" and "Clerical Occupations." Both of these items are free. The Department also publishes miscellaneous reports on employment.

■ IBM Teaching Aids—

If you are using IBM electric typewriters in your classroom, you are entitled to an IBM "Keyboard Wall Chart" (free). IBM also has a free 16mm, 20-minute, sound-color film, "Electric Typing Time." Dr. John L. Rowe is the educational consultant for the film, which

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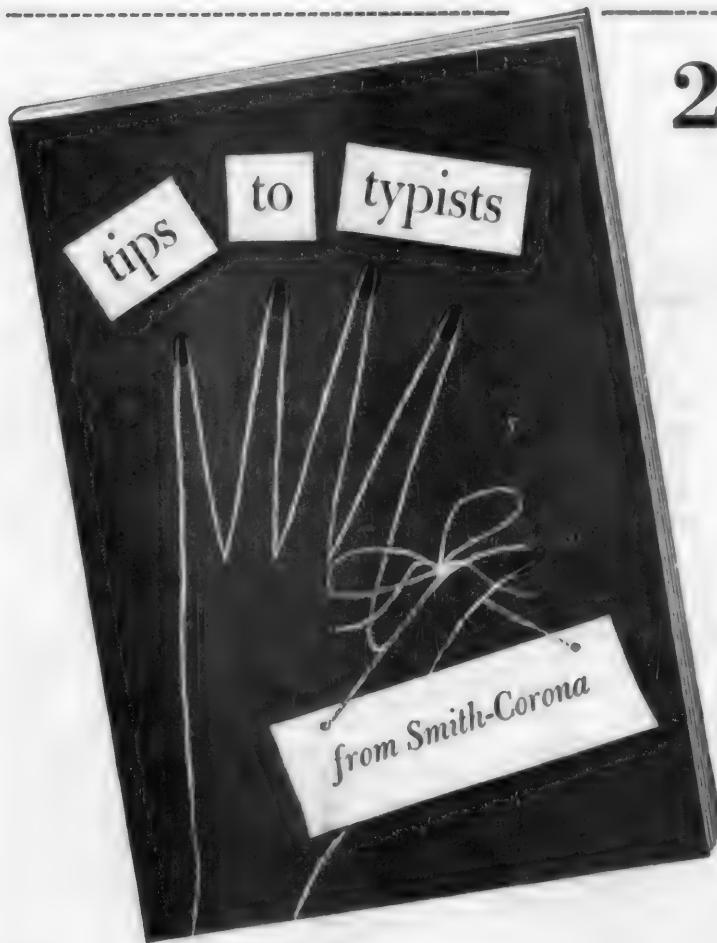
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■ **Shorthand Dictation Records—**

The Dictation Disc Company, P. O. Box 637-A, Church Street Station, New York 7, New York, has a series of varied dictation records, including Congressional-record dictation. Speeds range from 50 to 150 words a minute. Individual records are priced from \$2.50 to \$5 each; the complete set, \$33.50. These records are excellent for supplementary dictation practice.

■ **Postal Information—**

Business teachers will be pleased with the usable publications offered by Pitney-Bowes, Inc., Stamford, Connecticut. Their new Postal Rate and Information Chart is available at a nominal price—15 cents each for one to twenty-four. Other helpful booklets: *How to Handle Five Tiresome Office Jobs*, *How to Get Your Mail Out*, and *Seventeen Ways to Help Your Post Office Help You*—come free, too!

■ **Material from Standard Oil—**

Copies of the 1952 and 1953 Annual Meeting Report and an assortment of other booklets are obtainable from Standard Oil Company (New Jersey), Room 1626, 30 Rockefeller Plaza, New York 20, New York. *Developing Tomorrow's Business Leaders*, *The State of Business in Public School Education*, *Facts About Oil Imports*, and *Our Exhaustible Resources* are among those that will interest business teachers.

■ **Weekly Charts and Graphs—**

Write to the National Industrial Conference Board, 247 Park Avenue, New York 17, New York, to receive the Board's weekly charts, "Road Maps of Industry." The Conference Board will supply other aids, such as reprints from *Business Week*, and similar material—most of it distributed free.

■ **A Life Insurance Unit—**

One of the best units prepared recently is the one issued by the Institute of Life Insurance, 444 Madison Avenue, New York 22, New York. "Blueprint for Tomorrow" has been prepared in co-operation with three outstanding leaders in business education, H. G. Enterline, Herbert M. Freeman, and Kennard E. Goodman. You can obtain a copy of this text-workbook for each of your students. A teacher's key and manual are also provided. This unit is sponsored by the Institute of Life Insurance, which has many other useful booklets available (all free). *Invitation to Youth: Careers in Life Insurance* is one of the newest.

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The new EDISON Transcription Course is a far-sighted choice for your students . . . employing, as it does, advanced, high quality, easy-to-use EDISON equipment. The Edison Secretarial is the perfect instrument on which to learn transcription—because it's the one transcriber which has *all* the most popular features.

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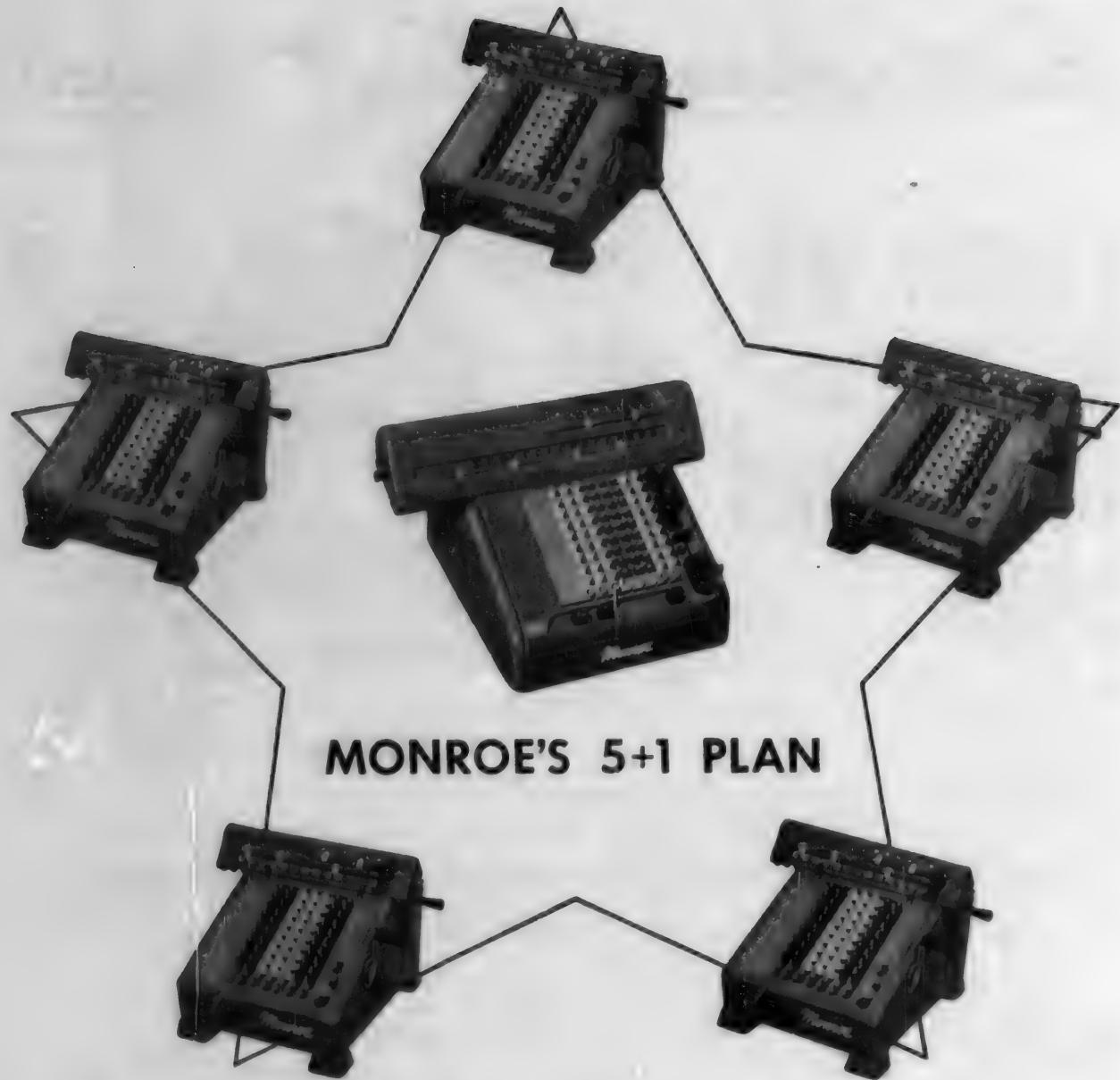
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Teachers report that with special Monroe Educators, *all* students . . . fast, slow, or average . . . advance at their normal levels. They learn more naturally and are more

interested for the Educator lends itself to students' aptitudes. It is designed for basic instruction in arithmetic and machine operation . . . for quick mastery of fundamentals. From then on, it's easy progress to the electric Monroe.

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OPERATORS WHO KNOW... PREFER

MONROE CALCULATING, ADDING, ACCOUNTING MACHINES



THE BEAUTIFUL new \$5,000,000 E. C. Glass High School in Lynchburg, Virginia,



provides for a well-housed program of business training, thanks to

Modern Design for Business Training in a New Virginia High School

THE NEW E. C. Glass High School, the pride of Lynchburg, Virginia, was opened September, 1953, and officially dedicated in October. It is an educational, recreational, and cultural community center all in one. It is big: it covers 57 acres of land, including the space for the football field, track, three basketball courts, three ball fields, three volleyball courts, 12 tennis courts, and a huge gymnasium seating 3,400. It houses a lot of people—1,800 students, 85 teachers. It has three cafeterias and a 2,116-seat auditorium, with a full, professional stage.

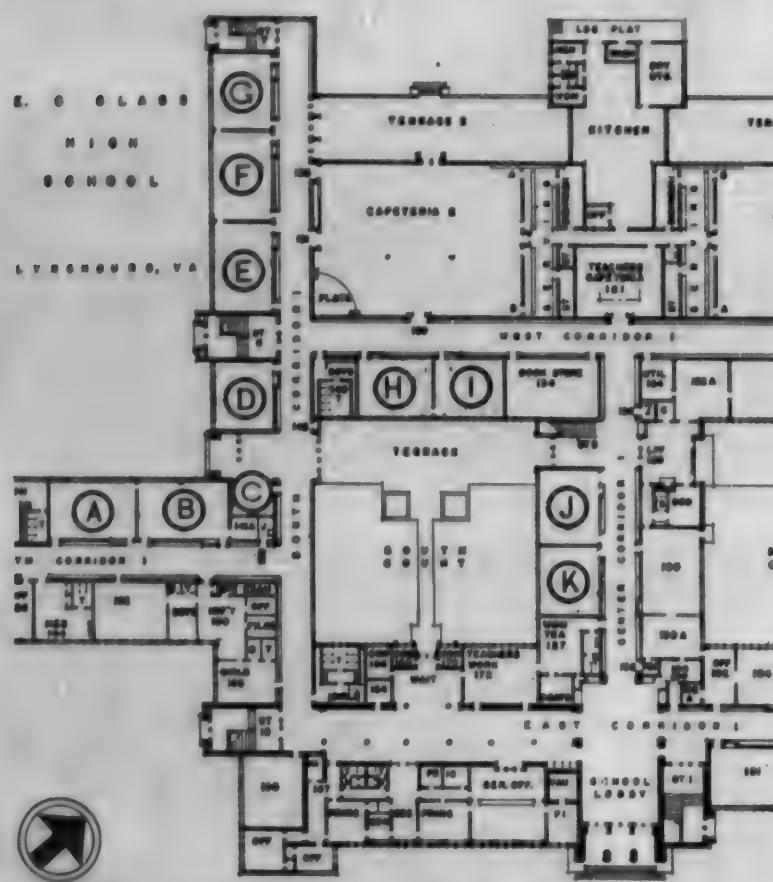
And there are generous facilities for its three diploma courses in business training—accounting, secretarial, and clerical. The department has ten classrooms, a departmental office, and adequate storage rooms. It has considerable and diversified training equipment.

E. F. BURMAHLN
Director of Business Education
Lynchburg Public Schools
Lynchburg, Virginia

- A. Typewriting
- B. Advanced Bkkg
- C. Department Office
- D. Shorthand

- E. Typewriting
- F. Bus. Machines
- G. Beginning Bkkg

- H. General Business
- I. World Geography
- J. Bus. Arithmetic
- K. Economics



BUSINESS-EDUCATION rooms, A-K, are in center of the massive structure, on the first floor. The department has ten classrooms and an office, all close together. Not shown are the school's gym (left) and auditorium (right).

■ The Bookkeeping Rooms—

There are two bookkeeping rooms, B and G. The beginning bookkeeping room (G) is adjacent to the business-machines room (F) so that students may have access to the calculators. The advanced bookkeeping room (B), adjacent to one typing room (A) is used not only as a classroom but also as an administrative accounting room. Much of the school's money is cleared here. Room B is equipped with a few electric calculating machines, for advanced accounting classes and for administrative use.

Adjacent to Room B is a small storage room in which are kept all accounting records, files, and related materials for the school except those for athletics and journalism.

Room B is also used for two senior classes in business law, a popular course at the school. The room is equipped with 35 desks. The bookkeeping and accounting areas are used by Miss Ettie K. Harvey and the writer.

■ The Typewriting Rooms—

There are two typewriting rooms, A and E, with 40 desks and posture chairs [American Seating Company, Grand Rapids, Michigan] in each. The rooms are equipped with Underwoods, Royals, and Remingtons, all with lettered keyboards.

A third of our typewriters are purchased new each year, a practice that keeps the machines up to date and spreads the school budget evenly from year to year. Typewriters (and the office machines, too) are under service contracts. The desks and typewriters are numbered for the convenience of servicemen, teachers, and students.

Each room has shelving under the windows for the storage of the typewriter covers. A washbasin and a modern paper-towel dispenser are located in each room.

In addition to the regular typewriters, each room has a long-carriage machine and one electric. There is also a Karlo demonstration stand in

each room. Miss Eloise Brown, Miss Erma Lee Porter, and Mrs. Elizabeth Burmahn use the typewriting rooms.

■ Business-Machines Room—

Our business-machines room (F), approximately 35 by 23 feet, has an office director's desk at the front of the room, six double and twelve single tables (each with a double electric outlet), chairs, and a correspondence file cabinet. At the rear of the room is a cabinet counter for duplicating supplies, which extends three-fourths of the width of the room.

The machine tables were built to our specifications by the Virginia School Equipment Company [Richmond, Virginia]. The electric connection comes up to each table through a pipe, with a boxlike leg fitting around the pipe. The electrical connection, 12 inches above the floor, was considered better than a connection in the floor, since the higher union does not collect dirt as would a floor connection. The legs of the tables and the encasement box are secured to the floor.

There is a washbasin in the rear of the room—near the duplicators.

The machines in this laboratory were selected after a study of the machines in general use in Lynchburg offices and an appraisal of our limited budget. Our machines here include:

- 1 Standard fluid duplicator
- 1 A. B. Dick Mimeograph duplicator
- 1 "Technyscope" tracing viewer
- 2 Allen-Wales full-keyboard adding machines
- 1 Victor full-keyboard adding machine
- 2 Sundstrand 10-key adding machines
- 1 Comptometer key-driven calculator
- 1 Burroughs key-driven calculator
- 2 Marchant Figurematics, electric
- 2 Monroe Educators, electric
- 1 Monroe standard
- 1 Dictaphone
- 1 Royal electric typewriter
- 1 IBM electric typewriter
- 5 Standard manual typewriters
- 1 Karlo demonstration stand.

Miss Margaret Williams is the instructor for office machines and general clerical practice.

■ The Shorthand Room—

This room (D) is representative of the typical "standard" classroom. It is equipped with 36 stenographic tables and chairs. Each table has a draw board on the right and storage space for books and materials underneath. There is a portable record player, and also a Dictaphone, for special shorthand practice. The Dictaphone has both the recording and the listening features and may be used for speed development either by the class as a whole or, with the aid of a headset, by one person alone.

This room serves also as head-



THE BUSINESS-MACHINES room is well equipped and designed, with special tables that have built-in, boxed, electrical connections. Room is cheery with harmonizing shades of green in floor, walls, and woodwork.

quarters for our FBLA chapter. Mrs. Elizabeth Burmahln is instructor of the shorthand classes; she is also principal of the evening school.

■ **Other Business Classrooms—**

Four other rooms (H-K), each a "standard" classroom, are used for business classes—one for general business, one for world geography, one for business arithmetic, and one for economics.

■ **Features of All the Rooms—**

Most of the classrooms have two entrance-exit doors and a third door connecting to an adjacent classroom: A with B; F with E and G; and H and I. The windows, 7 feet high, are placed high on the wall, for maximum lighting. Fluorescent lights are used—three "rows" of lights, with 7 units in each row. The ventilating system provides both hot and cold air.

The school's public address system has an outlet in each room. Each room has four electrical sockets—two in the front, two in the back. Each room also has a glass-windowed cabinet for books and materials, and a teacher's coat closet. Each room has two, three, or four large 4-by-4 bulletin boards of green cork; the chalkboards are the modern green ones, on which we use yellow chalk.

Walls and woodwork are in three harmonizing shades of green, the pattern varied so as to avoid a "sameness" in all rooms. Green rubber-tile blocks cover the classroom and the hall floors.

■ **The Department Office—**

This small office room (C) is conveniently located for general use of



THE ACCOUNTING room has generous bulletin-board and chalkboard space. Like all rooms, it has a glass-windowed cupboard, new furnishings, fluorescent lights, an outlet for school's PA system, and harmonizing tones of green.

the business teachers. It serves as headquarters for the department head and for the evening-school principal.

■ **A Summary—**

The department's faculty is well pleased with the new facilities that our community has provided for business training—something that the community needs more of. Lynchburg suffers from an acute shortage of all kinds of office workers—partly because most of the students take the academic

program, and justifiably, since year by year between 55 and 65 per cent of Lynchburg's high school students go on to college.

Business classes now average about 25 students; facilities are planned, as the number of tables and chairs in each room indicate, for handling as many as 35 to a class, and 40 in typewriting. Truly, E. C. Glass High School has been designed to provide for business training for tomorrow.



By the law of averages, a third of your typing students are left-handed to some degree. Jane E. Clem, of Whitewater (Wisconsin) State College, offers some suggestions for—

Helping Your Left-Handed Typing Students

LEFT-HANDEDNESS does make a difference to the typing student. You can see why if you will insert a sheet of paper into a typewriter, reversing the hand motions you usually make—that is, if you are right-handed, hold the paper in the right hand and turn the left cylinder knob with your left hand. You will feel a disturbing sense of "off balance" and a mental "which side is which?" confusion, precisely the sensations that the left-handed student feels when he is required to use his less dexterous hands and motions.

The problem of left-handedness is an important one to the teacher, for no inconsiderable number of our students are left-handed to some degree. It is estimated that 5 to 8 per cent are acutely, almost completely, left-handed; and as many as 30 per cent are somewhat ambidextrous—that is, are mostly right-handed but are inclined toward left-handedness in some motions. If typing teachers ignore the problem of left-handedness, as many as a third of the students in one class may be forced to use motions that keep them off balance. A learning and teaching handicap, obviously.

■ They May Not "Look" Left-Handed—

Detecting left-handedness is not so easy as it seems. True, some learners tell you, "I'm left-handed." But most, and this is particularly true of those who are partly ambidextrous, have had their left-handedness suppressed, knowingly or unknowingly, by parents or previous teachers.

One must watch the students. A student may write with his right hand but use his left to hold shears. A student may have difficulty in using a pencil sharpener. Another may frequently have double spaces between words because he follows a right-thumb motion with a spontaneous left-thumb motion. Another may have difficulty in distinguishing between left and right. Students acutely left-handed will more frequently confuse

opposite-hand strokes (the *i* for the *e*, the *k* for the *d*) in typing.

■ Doing Something about the Problem—

The first thing we teachers must do, obviously, is to permit students to use those motions that are easiest for them. True, the student must learn that the left hand controls *e* and the right hand, *t*; no option, there. But he should be permitted to use on the space bar whichever thumb is more dexterous for him; to insert paper "left-handedly" if it is more natural for him to do so; to place the textbook or copy on the left side of the machine if he finds it more convenient to turn his head in that direction; and so on.

Left-handedness is important in many little things: If using an electric typewriter with both left- and right-hand carriage-return keys, the left-handed student should be permitted to use the left little finger on the return bar; if using a machine with a centered tabulator bar, the left-handed student should be permitted to operate it with his left forefinger, while his classmates use their right-hand ones.

Teaching for left-handedness is important in some big things, too: light must be adequate for books to be placed on either side of the typewriters, for example; and teacher demonstrations must provide instruction for the left-handed as adequately as for the right-handed.

More: Freedom to be left-handed is not enough; the student must be *educated* in his left-handedness. It is not enough to tell the left-handed student that he *may* reverse the hand motions for inserting paper; he must be shown exactly how it is best for him to make the motions, and he must be drilled in making them, just as his right-handed classmates are drilled.

In brief, then, the typing teacher must be aware of left-handedness and teach both *to* it and *for* it.

The Racing Start

IT WOULD MAKE a terrific movie. You can just see the opening shots. Dozens of kaleidoscopic snatches. People going to bed earlier, getting up earlier. Heartier breakfasts. Police officers with new duties. Feet. Hundreds of feet. All young feet. All going somewhere. Then hands. Young hands. These are the give-away shots—a lunch box in this one, a pencil box in that

HELEN HINKSON GREEN

Michigan State College
East Lansing, Michigan

one. Move on up to the faces. Young. Glad.

Might as well confirm the audience's guess: First day of school. Show school

busses unloading at school doors, classroom teachers checking last-minute details. One straightens a shade here. Another tacks a notice on a bulletin board. Hey, that one over there—that's you, isn't it? You play a leading role. You've been preparing for your part, too. Because of your behind-the-scenes preparation, you are off to a good start—a racing start.

GETTING THE CLASS ORGANIZED

MANY FACTORS have a definite bearing on how your class should be organized. You have to think them over, weigh, and decide.

• *Some of the more obvious* ones are these: Size, type, age group, previous training and experience of the students in democratic class participation and organization . . . traditional or progressive school system, philosophy and mind-set of the administration and community . . . physical layout and equipment . . . supervision, student teachers, teacher load . . . period of the day, and from what and where the group has just come.

• *Some of the less obvious* are these: Your concept of what you are really

trying to do in the class . . . what you really mean by democratic participation in class organization . . . the extent to which you believe in teacher-pupil planning . . . your understanding of the laws of learning . . . what you do about individual differences . . . what you know about the basic needs of youth.

• *Plans of Organization.* Some teachers use the same plan year after year. Every class fitted right into the same mold, teacher imposed. But not you! Each class of yours is organized in the best possible way for that particular class. Sometimes the organization turns out to be one of these: club plan, committee plan, project plan, interest-group plan, model-office plan, shop plan, rota-

tion plan, job-description plan, "buddy" plan, or a combination of these.

• *How soon* is the class organized? The very first day, you say? On a temporary basis, yes; not permanently.

You've seen classes lose interest because the organization phase dragged out too long. You've also seen seemingly good organization plans fail because boys and girls who didn't know each other were rushed into deciding things together.

Sometimes it is imperative to get organization under way on the first day, as in a machines class. Sometimes, perhaps in a beginning typing class, say, best interest is achieved and enthusiasm created by typing on the very first day!

SEATING ARRANGEMENTS

ACROSS-SECTION VIEW of America's classrooms would give a variety of seating arrangements. About all they have in common is species—they are all seating arrangements.

There is no one best seating arrangement. Again, you must weigh and decide.

• *The Alphabetic Seating Plan.* On the advantage side, you might count its time-honored veneration as a rather dubious one. It has ease and simplicity of administration, yes. Any teacher who can file alphabetically can put *Ames, John*, in the first seat and *Anderson, Mary*, right behind him. This system has the advantage of coinciding with the roll-book arrangement. First name

in the book is *Ames, John*; first seat corresponds; and first paper in every pile, likewise.

There you have it—quick, easy, efficient. What more do you want of a seating plan?

• *Well*, you might like to get Mary in front of John—he comes three sizes larger this season. And near-sighted Jimmy might not have to go through school guessing at what is on the board if you varied the plan. You might just weigh the relative merits of Jimmy's seeing the board versus the efficiency of the system.

• *Lions and Lambs.* By this plan, the meek little lambs are carefully interspersed among the rowdy lions, like

so many little buffer states. Obvious advantage: It usually makes for a certain quanity of peace—at least outwardly.

• *Ability Grouping.* Countless variations of this plan appear throughout our classrooms, all the way from the "A" readers in the first grade sitting in the first row, to the best trombone player in the school band occupying the first "chair." And don't forget the "D" typists all grouped in a row by the window where the teacher can "give them more help." Wonderful for competitive purposes. Joe in Row 5 challenges Bill in Row 4 to a typing contest and "moves up" if he wins.

Perhaps you should think over whether you want Joe to compete

against his own best efforts or against Bill. But if you like contests and competition, an "ability" seating arrangement offers possibilities galore. One query, though, before you adopt it. Did you ever sit in the "D" or "F" row indefinitely? Do you know how it feels?

• *"Choose Your Partner" Routine.* This fits right in with the "Life Adjustment" philosophy, so you have pedagogical and philosophical backing if you run into administrative or community opposition to your unorthodoxy.

In this plan *Ames, John, and Anderson, Mary*, sit where they like, where they feel comfortable, near the friends they like to work with, to be with, to talk and joke with. You can almost plot the sociogram of such a room by looking at how the boys and girls have arranged their chairs or desks. It creates "real life" situations.

But—Jimmy hitches his chair up near the board where he can see, Spike gets away from the little girls, the mischief makers gang up, cliques may form. Administratively, this arrangement is much

harder to handle than the preceding plans.

The wise teacher and her class will work out reasonable controls over such an arrangement. Through teacher-pupil discussion and evaluation of the good and bad effects of such a system will come plans for frequent regroupings, for a few simple governing rules. There will not, therefore, be daily changing and chaos.

• *The "Buddy" System.* Physical education, camping education, scouting, and the Y's employ this system more often than classrooms. We could well take a tip from them and reap big dividends. Why not team up an "A" book-keeper alongside a "D" student and let him help teach "D"? (Get rid of that "They'll cheat" idea. Separate them on test day if you like.)

The "A" student will probably learn a lot more in teaching "D" than he would out of "bonus" assignments. Your "D" student will have the advantage of much more individual attention than you can give him. Besides, "A" speaks

his language and may do a better job of explaining than you can do.

• *"Work Station" Grouping.* Industry is always talking about work stations. Classrooms have work stations, too. The library table, the resource file, the committee or conference corner, the various machines. In many classes, the "work station" principle governs the seating arrangement. The pupil sits wherever he needs to for the work he is doing. The primary purpose of such seating arrangements is no longer for sitting, nor for listening, nor for expediting roll taking. Such an arrangement is for working, doing, creating, conferring, consulting, and thinking.

• *Criteria for Seating Arrangements.* Good seating arrangements are a *means* toward something—not an end. Good seating arrangements are flexible, functional, comfortable, conducive to working and doing, to learning, and to the social integration of the group. Good seating arrangements make adjustments for physical handicaps and peculiarities without calling undue attention to them.

HANDING OUT BOOKS AND SUPPLIES

YOU WON'T WAIT until opening day to start organizing, checking, and assembling the free supplies, books, and materials. Nor to check to see if the to-be-bought ones have been ordered.

All books that are to be issued by you will have been checked for condition, minor repairs made, and book cards made ready for signatures of recipients. Probably your last year's class had a book-mending session one of the last few days of the term. Number of avail-

able copies will have been checked against the prospective class list.

• *You may be the efficient teacher* who has every desk stocked with each bit of equipment and material that is to be housed there. If so, you get an "A" for efficiency, for foresight, for preparation, for planning.

• *You may be the discerning teacher* who has everything under control, but who has purposely built up or left a variety of jobs connected with handing out of books and supplies for the stu-

dents to help with. You get an "A" for creating socializing-integrating activities, for understanding boys and girls, and for realizing that here are numerous small, but significantly timed, opportunities through which acquaintanceship and teamwork can be fostered, the feeling of belonging developed, and everybody's best social self brought out through the performance of small tasks.

In either case (as you tell your students), an "A" takes effort and is worth it.

SETTING UP THE ROLL BOOK

ROLL BOOKS come in more varieties than seating arrangements. They come set up for 5-week, 6-week, 9-week, 7-6-8-week periods, and others; with detachable name slips with lines adjusted for typing in the names; with soft, plastic spiral bindings from which pages can be removed for typing in the names and then reinserted.

Some schools insist on uniform roll books—and there is merit in the idea. If yours does, and the required roll book doesn't fit your particular needs—just wasn't built for recording typewriting "point" grades, say—what do you do? You set up a mimeographed form that does. Have key columns, such as averages for certain blocks of work, trans-

ferred to the required book. It's as simple as transferring subsidiary journal totals to the control ledger.

• *An added use for these made-to-fit mimeographed sheets:* You can give each student a blank sheet on which he can keep his own record, checking off his completed work.

• *Mimeographed roll sheets* are the favorite device of many teachers who have to keep track of a multitude of student activities. Such a teacher pulls out a fresh roll sheet for "Senior Play Tickets Issued for Sale"; another for "Money for Magazine Subscription Drive"; and so on.

• *Individual record sheets* for each student are the choice of others. Some

school systems have a required form for these; some teachers set up their own, including whatever personal, cumulative, and current class data they have found to be helpful. Chief advantages of such sheets are the completeness and the compactness of data concerning each student. Disadvantages are the time consumed in recording (you flip a lot of pages) and the space consumed in filing.

• *A large sheet* of accounting worksheet paper is the favorite roll book of many. Advantages: Recording is simple, columns can be headed as desired, over-all view of individual and class progress can be seen readily, record can be folded, added on to, easily filed.

Special notes can be made on reverse side.

- *Criteria for Roll Books.* Simple to keep, consuming as little time as possible.

ble. Adequate, supplementing and fitting into the total school record picture. Primary, avoiding duplication of other records in so far as possible. Tailored,

fitting the class for which they are being used.

- *P.S.* Don't neglect to use various colors for recording marks.

DRESSING UP THE ROOM

WELL HOPE you fell heir to a nice, light, newly decorated classroom, complete with attractive and modern furnishings and equipment, and with adequate cabinets and storage space. Lucky you! But, if you didn't? Then you accept the challenge to make yours one of the most attractive classrooms in the land, anyway.

• *Good classroom atmosphere* is more than size and shape of room, than freshly painted walls, than properties of light, heating, and ventilation. These things help. But good classroom atmosphere is attained when there is an understanding and resourceful teacher, a spirit of co-operation and enthusiasm, and colorful surroundings.

"Well, these walls certainly aren't colorful," you say. "And I can't paint them." Maybe you can't. But you can get bright, cheerful color all over the place.

• *Use Visual Displays.* Reread the special section in the May, 1954, BEW on "Visual Displays." Brighten up that drab room with a "montage." Try a "tone" bulletin board, a "special goals" display, or a "projects" board. (All these are described in the article.) Also study the advertising display boards in hardware and drug stores for clever ideas for displaying three-dimensional articles. You can adapt these ideas to suit your own needs.

• *Green Grow the Lilacs.* Maybe not

lilacs, except in season, but do have something green and growing to add graciousness and color to your room. Occasionally, treat your room to an actual florist bloom if the weather or spirits seem to need perking up. Sometimes it does as much to spark a room as the teacher's wearing a colorful new dress.

No lived-in schoolroom need be unattractive if it shows evidences of enthusiastic, co-operative work, pride of the occupants in that work, and the ingenuity of those working and living there to make it attractive. You could dress up the inside of a box car and make it an attractive room if you had to. What's more, some do!

SELLING THE COURSE

THIS ONE IS EASY—or it ought to be. If you believe in the course, if you are enthusiastic about it, if you have some sound objectives in mind, if you have a bagful of teaching tricks, some special attractions up your sleeve, and a course outline, how can you help selling it?

• *How much preplanning* of actual procedures you will have done prior to the first meeting of the class will depend on where you stand on teacher-pupil planning. Some of you will come to the first class session armed with duplicated copies of the class outline,

complete with assignments, suggested activities, and bibliography of reference texts.

Others of you will not want to go that far in planning until you can make it a co-operative effort of teacher and pupils. Your preplanning, then, will be largely that of a resource person, collecting materials, listing suggested or feasible activities, investigating possibilities of field trips, outside speakers, and films. If you are skilled in the use of the so-called conference technique, you will spend the first few class sessions helping your class discover many

of these possible class activities and projects.

• *In selling the course*, you state clearly your idea of what the values of the course are—and why. You cite concrete examples of these values. The class feels your confidence in their ability to attain these values, and they gain the idea that teacher and students are going to be a team working toward these ends. The confidence and enthusiasm that you express will be reflected in them.

If you are sold on the course, your students will be, too.

ESTABLISHING ROUTINE

ONE OF THE DIFFERENCES between the teacher having good classroom control and the one lacking in control is the manner in which each handles details of organization.

• *The teacher lacking* in classroom control usually makes two mistakes: (1) She tries to handle all details of organization herself, and (2) she lacks an efficient system.

• *The teacher with* classroom control sees that the routine is so established as to leave the greatest possible time free for work.

If there are regular seats assigned, a seating chart makes roll taking a matter of seconds. If no regular seats are assigned, some system of group leaders reporting absences is used, or a secretary does it.

Rotation charts, room duties, rules of procedure are conspicuously posted. Housekeeping and shop jobs are broken down into regular job descriptions. These may be set up on a card file or in a loose-leaf notebook. Laboratory days are established. Assignment sheets, project outlines, field-trip plans are all

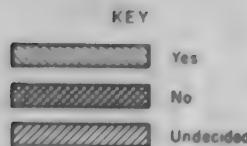
set up. These are some of the tools you can use to help establish routines.

Students know what to do as soon as they come in and get to work without waiting for instructions.

• *The well-organized class functions* smoothly because it is well organized. Such organization is the result of planning and of following through on that plan. The teacher who gets off to a racing start sees that routines are effectively established as early in the term as possible.

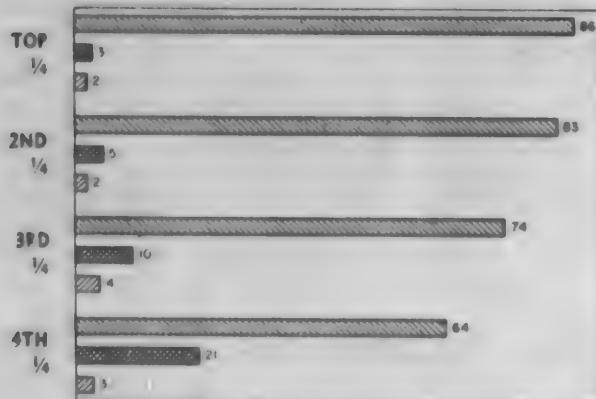
Next month: Handling reports.

What Brings Success



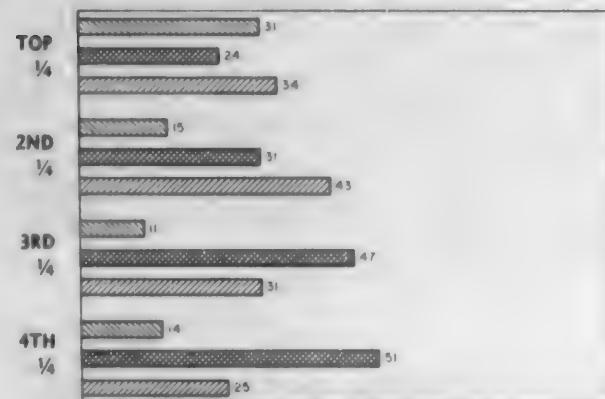
DR. F. WAYNE HOUSE (University of Nebraska) quizzed

1 "DO YOU FIND FIRST-YEAR BOOKKEEPING TO BE INTERESTING?"



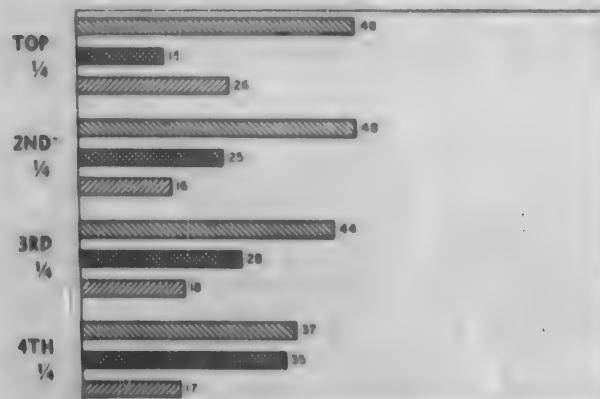
YES. Nearly four-fifths of the students reported that they found first-year bookkeeping intrinsically interesting. The students whose grades put them in the top fourth were somewhat more enthusiastic, but even most of the poorest students agreed that bookkeeping is interesting.

2 "DO YOU PLAN TO GO TO COLLEGE AFTER GRADUATION?"



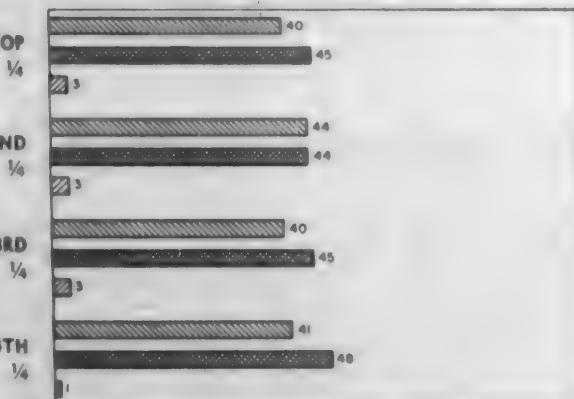
MOSTLY NO. Half the students definitely do not expect to go to college; three-tenths are undecided; two-tenths do plan to attend college. Those who plan to attend college appear in each quartile, but most of them are in the upper two quartiles, as are also those who are still undecided.

5 "DO YOU PLAN TO TAKE ADVANCED BOOKKEEPING?"



HALF DO. About a half do plan to take the second-year course; and while they are scattered through all four quartiles, more appear in the upper half than in the lower. The great majority of those definitely planning not to go on appear, as you would expect, in the bottom half of the group.

6 "DID YOUR FAMILY ENCOURAGE YOU TO TAKE BOOKKEEPING?"

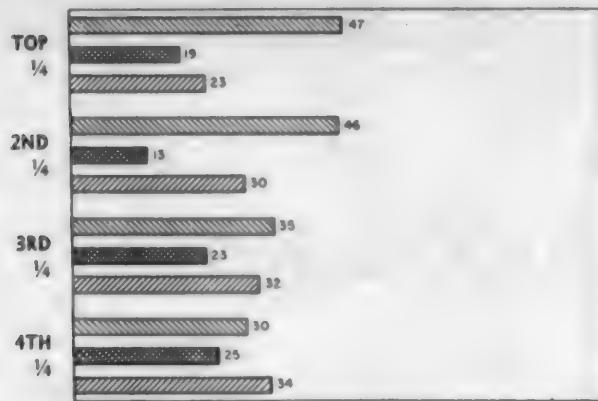


50-50. Apparently the encouragement of parents and other family members does not materially affect students' success in bookkeeping: about half the students reported that they were so encouraged, but a glance at the graph shows that the yeses and nos are rather evenly divided on all levels.

to Our Bookkeeping Students?

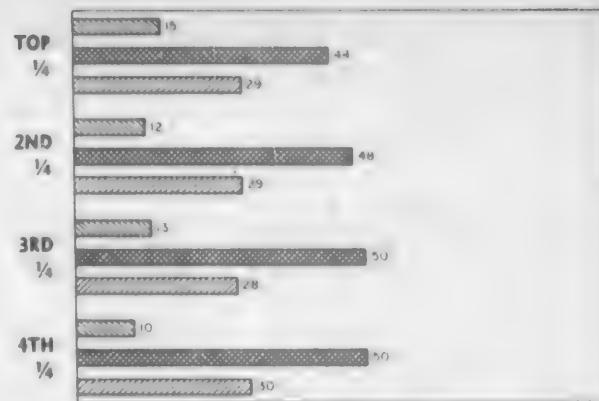
357 students and compared the answers of those in each success quartile

3 "DO YOU PLAN TO WORK IN AN OFFICE AFTER GRADUATION?"



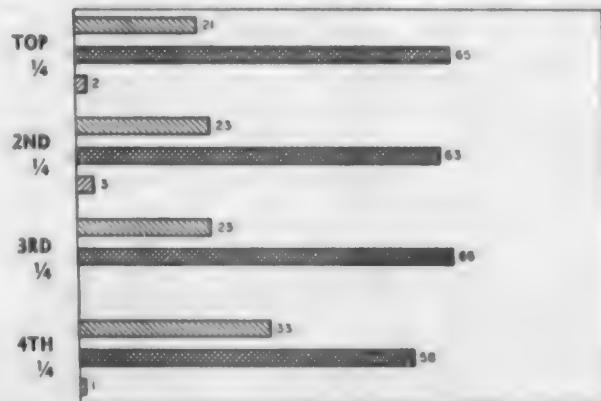
UMMM. You would think that most bookkeeping students would plan to do office work; but only half of the 357 definitely plan to do so, a fourth are wavering, and a fourth (including those going to college) definitely do not. Affirmative answers are rather skewed toward the upper quartiles.

4 "DO YOU REALLY WANT TO WORK AS A BOOKKEEPER?"



HUH-UH. Only an eighth of the students really want to be bookkeepers, and these are scattered fairly evenly on all quartiles. Three-fourths reported that they were taking bookkeeping for personal use or as a complementary course to the stenographic or clerical sequence of courses.

7 "DID SCHOOLMATES ENCOURAGE YOU TO TAKE BOOKKEEPING?"



NOT MANY. Only about a quarter of the students reported that schoolmates encouraged them to take bookkeeping, and these appear slightly more toward the bottom of the group than toward the top. The negatives are emphatic, but they are divided fairly evenly on all quartiles.

8 WHAT DO THESE STATISTICS MEAN TO US TEACHERS?

The figures indicated on the graphs on these pages were obtained by a questionnaire followed up by a personal interview. Some conclusions appear important:

- *Having a goal*, a richly appreciated personal purpose in taking the course, contributes notably to success. The complete absence of such a goal was four times as frequent in the bottom quartile as in the top one.

- *Goals vary*. The lack of uniformity of objective among students—even the lack of uniformity in something that at face value appears basic: vocational intent—means that teachers must seek to use many approaches, many devices, much variety in procedure to sustain student interest.

- *Lack of success withers interest*. A glance at the dominant lines in the bottom quartile of each graph will reveal an interesting story. The poor students are less likely to report that bookkeeping is interesting, or that they want to work in an office, or that they would like to do bookkeeping, and so on. Compare the answers of the poorest students with those of the best fourth.

- *A considerable number* of students are undecided, indicating a clear need for personal guidance.



IF YOU HAVE MACHINE-ROOM CHAOS . . .



YOU CAN GET ORDER BY USING SOME . . .

Color and Cupboards

HOW DO I KNOW which cord goes in which machine?" says one. "Why can't I plug this microphone into this machine?" asks another. "Why won't the red belt work on the Ediphone?" Typical questions that occur in every office-machine classroom!

We found them typical, at any rate. By actual count, we had 48 removable cords, microphones, footpedals, and earphones for our various voice-writing and recording machines. Most new machines of these types have four cords each—an electric power cord, one for the microphone, one for the footpedal, and one for earphones. The cords can be used only on the machine for which they are intended. Space is at a premium in our room; orderliness was imperative. We felt we had to do something. So . . .

■ Our Special Wall Cabinet—

Our carpenters built a special wall cabinet for us, 118 inches long, 13½ inches high, and 9½ inches deep. Partitions divide the cabinet into cubicles. The 13½-inch height was divided into four layers of various heights; the width of the partitions was determined by the space needed for the footpedal of each machine.

The doors of the cabinet are hinged at the bottom, open at the top. They have a cupboard latch and can be locked. Because of our lack of floor space, the cabinet was attached to the wall within easy reach of the students, above the typewriter level, but not high enough to loom heavily.

■ Our Color-Code Plan—

If color can be used in filing systems, we reasoned, why not use color to designate our machines and cords? We developed a color scheme:

Dictaphono	red (red belts)
SoundScriber	green (green discs)
Autograph	purple (purple discs)
Ediphone	yellow
Steno-Matic	orange
Tape recorder	white

We brought the color into use by buying six different colors of Scotch Tape and wrapping a section—about six inches long—at each end of each cord in the proper color. So, each cord is identified, recognizable at a glance.

Next, we labeled the cubicles in the cabinet with the proper names and bordered the front of each cubicle with strips of tape; so, where each cord belongs is also recognizable at a glance. (And the cabinet is really embellished; it is neat, bright, colorful.)

Then we took the obvious final step: we banded each machine in its color. Now, unless a student is color-blind, it is practically impossible for him to mix the cords—to attempt to put a wrong cord on a machine, or to put a cord away in a wrong cubicle.

Question: Why didn't we paint the cords instead of using tape? **Answer:** Our electrician warned us that paint

would make the rubber of the electric cords deteriorate. We find the tape easy to apply. If it becomes soiled or torn, it is easily removed and replaced. And the cords are in no way injured.

■ A Step Farther—

Finding that the correct choice of the various discs, belts, tapes, and spools for use on the different machines presented as much of a problem to beginners as the correct choice of cords, we carried our color scheme a step farther.

At one end of our cabinet, the partitions are arranged so that the cubicles will take the different sizes of discs, dictation tapes, cylinders, etc. Each of these is identified by the correct color—again, with Scotch Tape. The red Dictabelts, the green SoundScriber discs, and the purple Autograph discs are self-identifying, since we used their distinctive colors in our color-code system. That does not leave many items unidentified.

■ Now, Order from Chaos—

We're proud of our cabinet and the systematic identification of our materials. Our students take pride in the neat appearance of the room; and, now that it is so easy to put things away correctly, they do put them away correctly. We save untold minutes in each class period, now that students can find their tools instantly and put them away with equal ease.

Why don't you try it in your room? One suggestion: Make your cabinet a lot bigger than you think necessary!

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Projects in General Business (12-14)

TEACHERS OF General Business have long sought a unit-by-unit list of projects that students could undertake, so that the "learning by doing" pattern so common in the business skill subjects could be applied in General Business. Teachers realize that today's student profits little from reading and reciting; teachers want practical "things to do" by which students may investigate a problem or topic; analyze their findings; and then drill or dramatize or demonstrate or in other ways vividly use what they have learned.

Yet there are thousands of "things to do" possible in General Business. Question: "Which shall we do?"

■ Seven Goals in General Business—

Projects undertaken to intensify learnings in each unit should be clearly and sharply focused on one or another of the seven objectives commonly cited for General Business:

- A. Learning what business is
- B. Appreciating its importance
- C. Understanding our economic life
- D. Fulfilling the consumer's role
- E. Exploring business careers
- F. Improving personal-tool skills
- G. Improving personal traits

In each unit of study, the class should undertake *at least one* project in each of the seven goal areas.

■ Purposeful Projects in Each Unit—

On this and the following page are lists of activities for each of three units, with the activities classified according to the goal to which they contribute. Recently published in this magazine are lists of activities for each of these popular units:

- Advertising March, p. 17
- After-School Jobs . . . April, p. 18
- Bank Services March, p. 18
- Brands and Weights March, p. 18
- Buying an Education April, p. 17
- Elementary Filing . . . April, p. 18
- Postal Services June, p. 36
- Shipping Services . . . June, p. 35
- Telegraph Services . . . June, p. 36
- Telephone Services . . . June, p. 35
- Transportation April, p. 17

The specific projects are a synthesis of those suggested by authors of the famous "Q-SAGO Pattern" articles that ran in this magazine some years ago. The listings have been redefined, reclassified, and greatly expanded by the writer.—Alan C. Lloyd

UNIT: Explorations in Bookkeeping

Based on an article by Dr. Harry Huffman in the May, 1950, issue of this magazine

A. Understanding the nature and services of business

- 1. Display: Photographs showing common automatic recording devices, such as parking meters, bus coin-counter, cash registers.
- 2. Exhibit: Simple practice set (from advanced bookkeeping student).
- 3. Brief Talk (by teacher): What bookkeeping is all about.
- 4. Report: How one trains to become a bookkeeper.
- 5. Panel: Kinds of recordkeeping—filing, system, bookkeeping, etc.

B. Appreciating importance of business to a community

- 6. Word Hunt: Meaning of such words as "record," "journal," "posting," "transaction," "books," etc.
- 7. Interview (with businessman): Why I keep books, and what kind.
- 8. Skit: How Mother keeps her financial records (old shoe box, etc.).
- 9. Flannel-Board Presentation: The Government requires everyone to keep some kind of books—for tax purposes.

10. Demonstration: Keeping records for a personal budget.

C. Understanding the interdependences of our economic system

- 11. Skit: When a fire burned out the records department of
- 12. Report: Why businessmen are interested in "machine" accounting.
- 13. Poll: How many fathers, sisters, etc., do work involving bookkeeping?
- 14. Chart: The echo of a single transaction—without a cent of cash!
- 15. Contest: To see who can list the greatest number of different kinds of keepers of records (home or employed) and the records they keep.

D. Fulfilling the role and responsibility of the consumer

- 16. Poster: Five kinds of records that should be kept in every home.
- 17. Skit: Why Mother stopped phoning in her weekly grocery order.
- 18. Report: How we can help others keep records.
- 19. Interview: How much do charge accounts add to cost of merchandise?

- 20. Survey: Instances when parents or others have been glad they kept records—i.e., errors in department-store bills, bank balances.

E. Exploring business careers related to the unit topic

- 21. Speaker: What we are learning in our bookkeeping class this week.
- 22. Diagram: How one advances from bookkeeper to executive.
- 23. Interview (with alumni): Is bookkeeping a pleasant kind of work?
- 24. Poll: Class career inclinations; their relation to bookkeeping work.
- 25. Exhibit: Want-ads in which bookkeeping, alone or in combination with other skills, is specifically mentioned.

F. Improving personal-tool skills

- 26. Assignment: Keep a half-hourly log of "How I spent my time this week."
- 27. Report: The income-outgo balance and records of . . . (club, paper, etc.).
- 28. Contest: Best penmen of figures on (a) plain paper, (b) journal paper.
- 29. Demonstration: How a bookkeeper records a particular transaction.
- 30. Spelling Bee: On words related to recordkeeping and bookkeeping

G. Improving personal traits and attitudes

- 31. Visitor: What a businessman wants when he hires a bookkeeper.
- 32. Ratings: Class builds a scale of characteristics they believe important in bookkeeping, then rate each other and/or selves on it.
- 33. Class visit: To a bookkeeping class or to a bookkeeping office.
- 34. Panel: Which of us have the precision required of a bookkeeper?
- 35. Skit: Is the customer always right—even regarding his bills?
- 36. Pantomime: If every bookkeeper went on strike!

UNIT: Explorations in Salesmanship

Based on an article by John W. Aberte, in the October, 1950, BEW

A. Understanding the nature and services of business

1. Display: "Everybody sells something." Pictures that show all kinds of sellers, from the girl with the beaming smile, to crowds in the stock exchange.
2. Report: Difference between *retail* selling, *specialty* selling, *service* selling, etc.
3. Assignment: What people "sold" to me today.
4. Panel: Ten definitions of "salesmanship" (garnered from books or interviews with adults).
5. Poll: The store with the nicest salespeople.
6. Skit: Joe "sells" the idea of a date to Mary.
7. Chart: Rights vs. wrongs in sales techniques.
8. Report: How a supermarket "sells" groceries.
9. Report: Kind of sales-training program at . . . store.

B. Appreciating importance of business to a community

10. Flannel-Board Presentation: Why the druggist (or other) salesclerk tries to make "tie in" extra sales.
11. Survey: Number of fathers, sisters, etc., whose vocations are based on their sales ability; do they like it?
12. Interview: Businessman tells how his advertising in the local paper "sets the stage" for his sales staff.
13. Essay: My dog is the best salesman I know.
14. Report: How real-estate salesmen earn their money.

C. Understanding the interdependences of our economic system

15. Panel: Good salespersons really help their customers.
16. Skit: Mary wants to buy a dress for a party, but none of the clerks will wait on her.
17. Skit: When Suzie Salesclerk didn't read the advertisements for the big sale in her department at the store.
18. Flannel-Board Presentation: The place of selling in the American plan for distribution of goods and services.
19. Report: Typical ratios of sales to salesperson's income, i.e., how many cars does a man have to sell to make \$400 a month; etc.
20. Visitor: Why we care how efficient our salesclerks are.
21. Display: Dealer aids for a product.

D. Fulfilling the role and responsibility of the consumer

22. Panel: "Steps in a Sales Presentation." (Get from each of several textbooks the authors' "steps" sequence.)
23. Pantomime: Ellen can never say no . . . but then has to send everything back to the store . . . what an expense!
24. Flannel-Board Presentation: Ten keys to effective shopping. [See pp. 19-20, March, 1954, BEW, for outline.]
25. Field Trip: To stores where different kinds of selling may be viewed; analysis of appeals, pressures, etc.
26. Display: Pictures showing common motives for purchasing, or common appeals, or attention-getting devices.
27. Assignment: How I was persuaded to buy a . . .
28. Demonstration: Five ways to get away from persistent salesmen (just walk away, postpone, etc.)
29. Interview: How can customers expedite the sales situation so that sales costs are lower?
30. Assignment: What questions a salesman should be able to answer about . . . (clothing, insurance, etc.).

E. Exploring business careers related to the unit topic

31. Display: Advertisements concerning sales opportunities.
32. Poll: Kinds of part-time sales jobs being filled by students from our school.
33. Montage: Pictures illustrating kind of sales jobs that teen-agers can get and fill.
34. Chart: Careers that start at a sales desk or counter (into management, commercial art, etc.).
35. Report: What textbooks for salesmanship have to say about the opportunities for salespersons.
36. Report: What the National Sales Executives (association) is, and why it is sponsoring "professional" salesmanship.
37. Interviews: Do owners of small local stores think that salesmanship is important in their management?
38. Essay: The salesmanship in my career (i.e., that it is important to some degree—doctor or stenography).

F. Improving personal-tool skills

39. Pie-Graph: Per cent of our graduates who do selling.
40. Arithmetic Bee: Making change, totalling purchases, etc. [See page 20, March, 1954, BEW, for suggestions on this.]

41. Talk: Importance of arithmetic, penmanship, etc., in my job as salesclerk in . . . store.

42. Practice: Filling in duplicated sales slips; have contest for most readable, etc.

43. Pronunciation Contest: Pronouncing trade names.

G. Improving personal traits and attitudes

44. Ratings: Make a scale of characteristic salesman traits, and measure the "sales qualities" of persons in the class.
45. Skit: Showing patience of a good salesclerk.
46. Report: What . . . firm looks for in a new salesman.

UNIT: Planning a Business Career

Based on an article by Dr. James Gunnell, in the May, 1948, BEW

A. Understanding the nature and services of business

1. Speaker: Guidance counselor, on aptitude testing.
2. Survey: Kinds of businesses and types of business positions in which our families engage.
3. Report: Relation of education to personal income.
4. Poll: Our career intentions—how many of us have firm ideas; what are our problems; what should we know?
5. Interview: City executive tells what a ready labor force would mean in attracting new businesses.

B. Appreciating the importance of business to a community

6. Chart: Types and ratios of business openings identified in the want-ad columns.
7. Survey: What 50 graduates of the business department are now doing; like their jobs?
8. Report: Nature of business training in our school; in nearby business schools; in other colleges.
9. Panel: What are the five best jobs in our community? How many of these are business positions? What are their requirements, educational and otherwise?
10. Assignment: Essay on "If I had to go to work now."

C. Understanding the interdependences of our economic system

11. Debate: Does business need workers or workers business?
12. Chart: Advancement avenues in business careers.
13. Panel: Do men or women find the most advancement opportunity in the business field?
14. Exhibit: Montage of pictures that show many different kinds of business positions.
15. Report: Types of jobs in the . . . business . . . company.

D. Fulfilling the role and responsibility of the consumer

16. Demonstration: What businessmen ask during a job interview; importance of qualifications.
17. Panel: Should everyone learn to do some kind of work?
18. Report: How I can get the training I need for the kind of work in which I would like to have a career.
19. Debate: Better to own one's business or work for others?
20. Report: How one can get help in picking a career.

E. Exploring business careers related to the unit topic

21. Field trip: A day on my future job.
22. Essay: If I could not follow my preference in career, what three alternatives might I consider—and why?
23. Interview: With someone in preferred career field.
24. Panel: Who should steer us in career selection? Our parents? Guidance counselor? School registrar?
25. Dramatization: Mary becomes a business teacher.

F. Improving personal-tool skills

26. Arithmetic Contest: Which of us have marked ability?
27. Speech Contest (reading technical matter intelligently): Which of us have marked ability?
28. Punctuation Contest: Which of us have marked ability?
29. Essay Contest: I'd like to be a . . . because . . .
30. Poster Contest (you should become a . . .): Which of us have marked creative ability?
31. Survey: Which tool skills have our graduates found to be most important in their business positions?

G. Improving personal traits and attitudes

32. Dramatization: What should I become? [See page 28.]
33. Report: Ten personal characteristics that adults think are most important in any business employee.
34. Panel: What jobs do not require personality?
35. Biography: What made . . . a famous, successful man?
36. Essay: How I will have to improve, to become a . . .
37. Clinic: What marked business talents, abilities, and aptitudes have members of our class demonstrated?

I. We Must Give More Attention to Developing Employable Personalities

MARY, Virginia, and John took the stenographic course in the same high school; each was considered a capable graduate. John got a job in a railroad executive's office and was soon climbing the ladder of vocational success. Virginia began working in the office of a large department store; she retained her job, but she was not happy in it. Mary drifted from job to job, unable to adjust for very long to the routines and personnel of any one office.

Any business teacher can multiply these illustrations indefinitely. Young business workers with the same skills, same teachers, similar background, and comparable job opportunities are not achieving vocational success in the same way or at the same rate. It takes no gazing into a crystal ball or extensive knowledge of psychology to conclude that differences in personality spell differences in vocational success.

Every survey of job failures points up personality deficiencies. Every survey of outstanding job success points up with equal clarity personality *plus* factors. Personality has a profound effect on getting a job, on keeping it, on advancing in it.

That is not news; business teachers have known it and sought to do something about it for years. But the truth is that personnel managers *still* continue to emphasize personal factors in their "what we want" lists, indicating that more should *and must* be accomplished along these lines.

■ What Is It That They Want?

It is not possible to boil down to a few choice formulas an adequate definition of "personality." One authority states that personality is "your individuality"—those characteristics that distinguish one person from another. Another authority believes that one's personality is what other people see in him: ". . . the reflection of one individuality upon others."

The businessman, who plays the role of judge for our training program, does not think in terms of a definition but in all over views of "a good personality"

versus "a bad personality." He brings into focus a host of contrasting traits, attitudes, work habits.

A worker's personality will be said to be good or bad *in a given situation*, depending on his industry *vs.* his laziness, his pride in his work *vs.* his carelessness, his honesty *vs.* his dishonesty, his courtesy *vs.* his discourtesy, and so on.

The point is: Personality means many qualities observed *en masse*, as well as specific qualities at definite times and in particular situations. A stranger may impress us with having a good personality, even though we have not had time to analyze his qualities. A veteran employee gives a general impression of having a good personality because of his willingness, punctuality, personal grooming, and a host of other items that contribute to his individuality.

What businessmen ask for, in their words, is "an *employable* personality." What is that? How does one develop it in others? If you read businessmen's literature and ours, and if you talk with businessmen and with business teachers who have made some progress in meeting this problem, certain important conclusions are inevitable:

- *Personality is a matter of social behavior.* Good personality consists largely of a combination of socially desirable traits and modes of action.

- *Personality is active and dynamic* and should be measured by actual behavior rather than by mere intention or mental outlook. Personality is animate, must be viewed in action.

- *Personality is a method of adjusting to one's environment* and therefore is capable of being conditioned and modified and developed.

- *Success in life* is more often measured by mental outlook than it is by mental capacity. The business world wants and needs efficient workers with

high standards of behavior. Knowledge and skill are essential elements in vocational success, but even an excess of these cannot (in most positions) compensate for lacks in personality.

- *Business training* must include the development of a satisfactory vocational personality a personality that will enable the individual to establish satisfactory working relations with one's employer, fellow workers, and members of his business public.

- *Business teachers* have a responsibility for developing in business students the personality traits, work habits, work attitudes, and adjustability required for the vocationally competent business-course graduate.

- *Business teachers* must rid themselves of one tendency in their effort toward influencing personalities: the tendency toward emphasizing the factors that make for a docile classroom. There are many traits important in the business world that are not given adequate attention in most classrooms—the ability to see need for self improvement, for example; the willingness to accept criticism, the ability to work under pressure, and so on.

- *The desirable traits* may be developed only through correct information and practice. Hit-and-miss advice and incidental help are not sufficient to meet the students' needs.

- *There is a need* for concrete, realistic techniques and devices for us to use in the classroom. Admonition and encouragement is not enough. Personalities cannot be polished by preaching. There must be direction of student effort. One cannot force personality improvement on disinterested or disdainful students. Personality development calls for a *program* based on student desire for self improvement.

- *Personality development* may be accomplished in business classes either (1) as a separate subject, or (2) as a unit in a subject taken by all, or (3) as a functional part of the teaching of each of our subjects; but, in any case, more attention should be must be

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given to specific plans and programs for personality improvement.

■ **So, What Are We to Do?**

Here are some recommendations that will help business teachers establish more effective procedures in developing "employable personalities" in our business students:

• **Accept the responsibility.** The No. 1 step in developing a program in this regard is for more—for all—business teachers to accept the fact that developing employable personalities is part of our job. It's part of our curriculum. It's one of our main objectives. Accept the fact.

• **Plan for it.** Personality improvement cannot be left to develop as an incidental by-product of the business curriculum; it must be made a specific part. If a separate course on personality is not offered, then related units on personality should be taught in each class in which there is a direct opportunity—in general business, in clerical practice, in stenographic classes, in the co-op program, etc. The daily lesson plan in every course should have an item under "What We Will Do About Personality Today."

• **Sponsor special activities.** One of the big objectives of extra- and co-curricular activities in any school is the encouragement of personal development. Let's see that business students get their opportunities, creating special ones just for them if necessary. Our students need them.

• **Be a personality teacher.** Every business teacher must take extreme care to exemplify and demonstrate proper personality traits and attitudes. "Do as I do," not "Do as I say."

• **Use personality devices.** Bring into the classroom as many concrete devices as you can—and use them enthusiastically. Personality inventories. Contests. Grooming demonstrations. Discussions. Matching personalities with stars, with jobs, etc. There are hundreds of devices that are interesting and pertinent; let's put them to work, all of them.

• **Get businessmen to help.** We ask the businessman to help us define job standards, skill requirements, office routines, preferred procedures, etc.; and we ask him to follow up with talks, supplies, and what-have-you. Let's do the same in regard to personality development. Their stressing the importance of personality traits, attitudes, etc., in person before our classes has a real impact on the students.

• **Ask other teachers to help.** Other teachers have not only general, but also specific, contributions to make—in speech, in English, in social activities. Let's enlist their help, too.

• **Don't wait until too late.** Don't expect to put on a veneer in the last six weeks of the senior year. Personality development takes time. Some authori-

ties believe that its systematic treatment should begin in the sophomore year and continue right up to graduation.

• **Capitalize on natural interests.** Every young male and female has a natural interest in self-enhancement. We teachers should give this motivating interest wholesome direction.

• **Parade the literature.** There is (as your school librarian will affirm) an abundance of literature on the subject of personality development. We must

see that our business students search it thoroughly—books, magazines, pamphlets, bulletins, posters, etc.

■ **When Do We Start? Right Now!**

This is not a trivial matter; if you doubt it, ask any employer or any graduate. It is an important matter, a critical issue in modern business training. It has already been put off much too long. The time for decisive action is now. Resolve: I shall do something about it—and right away.

II. Taking Action on "The Personality Problem"

MUCH PUBLICITY was given last spring to the rather sensational advice of a woman advertising executive who urged students to emphasize sex appeal when applying for a job. She didn't mention anything about ability and skill. But the advice of this executive should not be dismissed as being merely flippant. Behind her statement lies acknowledgment that success in getting a job, holding it, and getting ahead on it is dependent in no small degree on the impact of a worker's personality.

The business-teacher faculty of our school realizes the importance of the personal qualities of our graduates, and so we are doing several things to help our students furbish those personal qualities. It has not been easy. Our school, located in midtown Manhattan, has a curriculum too crowded to permit—yet—a formal course in personal development; so, we have innovated some enlightening activities in our regular classes which have proved effective.

■ **Hail the Help-Wanted Ads.**

Despite the great demand for office workers and the fact that many employers are offering all kinds of special inducements (shorter hours, refreshment "breaks," luxury lounges, social programs, air-conditioned offices, etc.) to win employees, there has been a notable increase in want-ad emphasis on personal factors. An examination of the classified advertisements in a recent issue of the *New York Times* disclosed an astonishing number of ads that used such words as "Beginners of refinement," "Good appearance nec.," "At-

tractive girl," "Good grooming a must," and so on.

• **Assignment.** So, we have found that making an occasional homework assignment, "Get the classified ads and underscore all references to appearance and personality," pays good dividends. We divide the assignment, of course, to see that all papers are canvassed; and the students investigate different categories—some look under *secretaries*, some under *bookkeepers*, and so on.

• **Reporting.** When the students report their findings, we tally and discuss the characteristics most commonly cited. "Is *neatness* mentioned more often for a secretary than for a bookkeeper? Why?" From the facts, it is easy to spring into good discussion.

■ **Book Reports in Shorthand Class—**

Realizing that students must learn (1) that there is a body of helpful information about personal improvement and (2) that this information is accessible in every library, we encouraged a squad of students to check the contents of our library and to select all the up-to-date books on two topics—*personality and etiquette*, and *grooming and health*—as they relate to business work.

The squad found more than a hundred good books. We duplicated a bibliography and posted it everywhere. Nothing happened. When we asked students why they had not taken time to read these obviously helpful works, you know the answers we received: too busy, too much homework, and so on.

• **A Little Spur.** So, we offered an opportunity: the week before the Christmas holidays, students had the choice of doing their shorthand homework or spending the same amount of time reading one of the books on the list (with the proviso that a report be prepared). The "I'd rather read a book"

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response was so heavy that the teacher had to limit the volunteers to a few students, each of whom chose a different book to read and review.

• **Reports.** When the volunteers made their reports, the class was urged to take notes in shorthand, an activity that the students enjoyed. Spirited discussion followed each report, evidence of the interest aroused. It is difficult to say how many students' attitudes were affected; but it was clear that many students became aware for the first time how much practical information is available to them.

• **Aftermath.** So much enthusiasm was engendered that there are now three such "report" periods during the term.

■ The Daily-Mention Technique—

So personality-minded have we become that rare is the day when a student can go through his business classes without some reference to grooming, neatness, or other factor related to personality improvement. Items:

• *The compliment* by the teacher concerning the suitability of a student's attire and accessories.

• *The sudden inquiry*, "Which of us is dressed suitably enough to go out on a job interview right now?"

• *The job report* by a part-time worker who may be asked to tell just how his executive dresses or acts.

• *Window shopping*, a favorite activity of many of our girls, since our school is not far from the famous Fifth Avenue stores. This often leads to a discussion of the dress of mannikins, especially when one of the stores (and this happens often) features a window display on secretarial dress.

• *Magazine viewing*, a constant aid, too. Copies of *Mademoiselle*, *Vogue*, *Charm*, *Seventeen*, and kindred journals are frequently seen in the school. Many of our students get *Today's Secretary*, with its office-wear and office-look features. "Did you see—" is a quick springboard to very interesting discussion.

• *Dignitaries* abound in our metropolitan area (our school is near the UN Building), so it is a quick transfer from "Did you see—" to "What was he like?" or "What did she wear?"

Other opportunities are all around, of course; and when any of our students mention that they have attended a play or visited a museum or other cultural gathering, we teachers take our cue quickly, to encourage discussion of the public demeanor, voice, and distinctive appearance of other people attending those same functions.

■ Our "Miss Central" Day—

One of our best publicized activities is our annual selection of a senior girl to be our "Miss Central." The members of the senior report rooms nominate girls who, by reason of appearance and

character and scholarship, seem eligible for the honor. Then, at an assembly for all the seniors, the nominees sit on the stage in view of their classmates and of the several visitors who act as judges.

Miss Central is chosen on the basis of grooming and personality. Each contestant wears a well-fitted, tailored suit, a crisp blouse, an appropriate hat, sensible shoes. She carries an attractive handbag and gloves. Make-up is applied sparingly, hair is neatly coiffured, jewelry is fitting.

Each contestant is asked a series of suitable questions by a moderator; and the girl is judged on her ability, not only to answer the question thought-

fully, but also to talk clearly and concisely. Each contestant wears an identification tag; the judges do not know the girls personally, but base their impressions on what they see and hear.

To this date, Miss Central has not been the most beautiful girl in each class; rather, she has actually been the girl who has been able to make the most of her personality.

The contest undoubtedly does as much for the senior class as it does for the contestants, for we conduct it just at the time when hundreds of our seniors are getting ready to go out for their first job interviews. It's a real job-dress guide for every student.

III. Self-Appraisal As a Personality Technique

THE KEY to personality improvement is self-evaluation. Obviously, a person has to know what to improve before he can make a systematic, sincere effort to improve himself. What is needed is a device or approach that enables the individual to "see himself as others see him" with unmistakable clarity, candor, and conviction.

A normal program for self-improvement—as, indeed, for any learning—is in a series of steps:

- *The student sees* a need for learning and decides what he will learn.
- *The student determines* how he will go about his learning.
- *The student makes* a plan.
- *The student carries* it out.
- *The student evaluates* his success.
- *The student analyzes* his weaknesses and institutes a remedial plan.
- *The student re-evaluates* the outcomes of his learning experience.

The device that has been commonly used by business teachers to stimulate the student into taking these steps in the direction of personality improvement has been the familiar "rating scale" (probably a printed or duplicated form), on which the student rates himself on each of a series of selected characteristics. It is a reasonably good device.

■ Make Self-Rating a Project—

But of much greater value is using the whole rating-scale concept as a class project. It includes:

- *Studying* what "rating" is and how it is usually accomplished.

- *Creating* a rating scale with components selected by the students.
- *Rating* one another on the scale to determine (1) weaknesses of the class as a whole and (2) average class scores.

- *Rating* oneself and having oneself rated by several others, to determine his weaknesses and class standing.

- *Instituting* an improvement plan.
- *Re-evaluation*.

This group approach is much more effective than an individual one:

- *Students* do no actual rating until they know how and why and on what.
- *The "standards"* are significant; the learner helped create them.

- *Rating others* first sharpens the students' perspective and provides a set of norms against which the student can subsequently rate himself.

- *Working as one of a group* stirs a learner's interest and protects his own natural sensitivities. Finding that he has a weakness in common with others and that he will work with them to correct it provides a wholesome approach to the weakness.

- *The experience* of establishing values, criteria, and a measurement yardstick is one that can help the student forever afterwards.

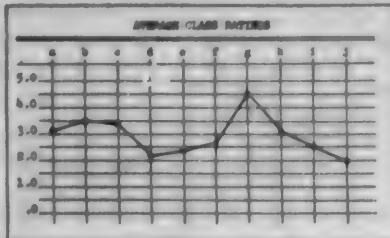
■ Just How Do We Do It?—

- *Approach.* The initiative for the project can spring from many sources. It may be that the next unit in the course or the next topic in the unit being studied deals with personal development. It may be that a student brings in a magazine article that offers a personal checklist on popularity or

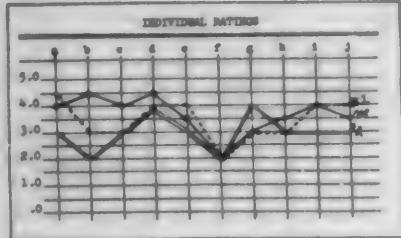
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ITEM	RATING OF INDIVIDUALS				
	Poor	1	2	Avg.	Fine
a. Body	1				
b. Face		2			
c. Hands			3		
d. Shirt or Blouse				4	
e. Trousers or skirt					5
f. Shoes and bags					
g. Accessories					
h. Written assignments					
i. Books and materials					
j. Desk, Ledger, etc.					

RATING scale should be simple. Using a 5x3 card permits easy use and averaging.



PLOTTING class averages (norms) reveals group strengths and weaknesses.



GRAPHING one's own rating and comparing it with ratings by others is eye opener.

grooming or efficiency. It may be that a discussion of office procedures leads to questions that, in turn, lead to human relationships. Mention of a passing comment on TV or in a radio program, a scene in a movie, a striking picture in a book—anything that leads to self-evaluation or comparison of self to something or someone admirable in appearance or behavior—can serve as our approach.

• **Criteria.** The first active step is to establish criteria against which the performance or appearance or other focal point of interest can be measured. This step may start with discussion, supported by blackboard notations. The ideas should grow from the group, so that each member will accept definition of "the good" and "the bad" as his own definitions. The ideas are not to be completed in this first discussion; rather, they open the topic and lead the students into further exploration through readings and interviews and discussion. Shortly, while interest is keen, the group evolves a set of general statements that serve as criteria for the factor or factors being considered.

• **Standards.** Only the rankiest egotist will consider himself 100 per cent on each criterion; most students will wonder, "That sounds awfully good, but does anyone really rank that high?" So, we must establish standards that indicate to the student what normal accomplishment or a normal rating is.

To protect the ego of individual students, members of the class may rate one another anonymously and turn in their ratings for averaging. The persons each is to rate may be assigned in many different ways: each name may be written on three cards, the cards may be shuffled, three may then be given to each student for rating; or, the teacher may—with an eye on related values—indicate to each student those he is to rate; or, if the class is small, each student may rate each of his classmates.

The ratings must be discreet and sincere, of course; the teacher's own direct manner of guiding this activity is the best assurance of getting reliable ratings.

• **Graphing Results.** When all ratings are turned in, the class norm on each factor is computed. Assuming, for example, that each factor or trait is ranked from 1 (very poor) to 5 (very good), it is simple arithmetic to average the scores and to arrive at the class average. By plotting on graph paper or on a block drawing on the blackboard, with each factor on a vertical line and with the score value on the horizontal line, one quickly arrives at a "profile" of the class.

How surprised the students will be! They will discover that they have appraised themselves, as a group, with far more weaknesses and far lower scores than they anticipated.

• **Follow-up, Group.** Then and there, discussion can quickly resolve that the group will make a concerted effort to pick itself up by its bootstraps. "We will all work on being neater," they will resolve; and a discussion can evoke a whole plan of action for seeking and measuring neatness—or whatever factor is the goal.

• **Follow-up, Individual.** Each stu-

dent will, of course, be hopefully or fearfully curious as to how he was rated by his peers. So, a next step is to permit each student to rate himself—something that the preceding activities will now qualify him to do with much greater accuracy than if he had started with this point—and then to let him plot on a graph (1) his own self-rating and (2) the ratings, either actual or averaged, by others.

Each student should then be asked to prepare and turn in a self-analysis—confidential, for the teacher only—in which he indicates (1) factors in which he underrated himself, as compared with the way others rated him; (2) factors in which he overrated himself; and (3) a plan for tackling his weakest attribute. Soul searching, this.

• **Subsequent Planning.** Because this whole matter strikes close to the ego and heart of each student, most will avidly agree to a self-improvement program, both individual and group; and discussion should lead to a series of calendared check points, at which times re-evaluation will be undertaken.

IV. Dramatization As a Personality Technique

ONE OF THE MOST interesting, versatile, and effective techniques we can use to help our business students improve their work habits, attitudes, and personal traits is dramatization of problem situations. Each enactment or role-playing is brief—just long enough to highlight the problem—and is followed by discussion.

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• **Interesting.** Seeing students enact a short script—even if they only read it—causes the class to listen carefully. Problem situations are themselves always interesting; and when they are dramatized by classmates, the interest element is doubled or tripled.

• **Versatile.** It is quite possible for the teacher, with or without the assistance of the students, to fashion a script that points heavily toward any specific character trait or attitude that may need inspection and improvement. Skits such as the ones for which scripts are provided below are easy to prepare, so long as the author—the teacher—remem-

Speaking to Students

ONE WAY to help personality improvement is to give it constant, recurring, and cheerful attention. To this end, *Today's Secretary* this year features for its 100,000 young readers a whole "course" on personality development.

Each issue features a pointed exploration of some facet of personality. Written by a New Jersey teacher, Jack Whitcomb, the articles are in a brilliant, engaging style: much challenge, no lecture, many appropriate and practical "things to do."

bers to keep them short, simple, and "loaded" with just one problem.

• **Effective.** While talking about one's own personality characteristics may be difficult, it is easy to talk about the ones portrayed in the dramatization; and, once minds are opened, they can be kept open. Some teachers double the effectiveness of dramatizations by having students enact "parts" that are closely akin to their own actual behavior—though this is an aspect that must be weighed carefully, of course.

■ Two Dramatic Scripts

Here are two typical scripts with follow-up questions for discussion. Picture your students taking the parts and thinking about them with you.

1. To Dream, or Not

STUDENT: Miss Staunton, may I see you sometime this week about helping me get a job?

TEACHER: Why, yes, Jean. Could you come to the typing room at 3:45 this afternoon?

S: Yes, I guess so . . . though I usually walk home with the gang then—you know my friends.

T: Would you like to make it tomorrow; you could tell your friends not to wait.

S: No, no; today's all right. I'll see you at 3:45. Thanks, Miss Staunton.

(Later.)

T: Well, Jean, what kind of position do you have in mind after graduation?

S: Gee, I hope you'll get me a good one.

T: I see. Go on.

S: I don't want to work for a woman—my mother gives me a hard enough time.

T: Is that so?

S: I think I ought to get \$75 a week. At least that much. Think so?

T: Any more ideas?

S: I really haven't decided for sure whether I'd like to be Mr. Gerson's secretary, down at the bank, or maybe I'd like New York City. I'd like being a secretary to someone like Eddie Condon on Channel 5; that would be living. I would wear my graduation suit the first day—

T: Jean, wait.

S: Or maybe it would be more fun to be

a secretary in a hotel and maybe live in Beverly Hills. I'd like to go out of the country. I read about being a secretary in Mexico City, and it sounded good.

T: Do you speak Spanish, Jean?

S: No, but I could learn it!

T: How many mailable letters did you finish out of the three yesterday?

S: Two. Part of the third one.

Discussion Questions

1. When you have asked someone to help you, what consideration must you show?

2. Is it grown-up to "dream out loud"?

3. What should a person about to look for a job know about himself?

4. What is the average pay for beginners in this locality . . . in Civil Service . . . in an insurance office in New York City?

5. How does anyone get to the top in good secretarial positions?

2. Caught in Between

NARRATOR: Elizabeth is a secretary in one of our City offices. She works for a department head and sometimes helps out with the overflow work of the Mayor. Her boss and the Mayor are political rivals, and there is no love lost between them. Elizabeth likes both men fairly well but wishes they would not try to draw her into their squabbles. Watch these two scenes:

MAJOR: Where's your boss, Elizabeth?

ELIZABETH: He's out, checking on that street job. A message for him, sir?

M: No, I just stopped in to pick up that work you were duplicating for me.

E: I've just finished it. Here it is.

M: You know, Ray and I don't get along very well; but one thing I'll say for him: he always gets the nicest secretaries in the building. How does he do it!

E: Shall I wrap these copies for you?

M: Oh, all right. I know you don't dare say anything. See you later . . . (exits).

(Boss enters.)

Boss: Get the work out for His Honor?

ELIZABETH: Yes, sir. He was just in to pick it up.

B: I trust that you went over it with a fine-tooth comb. Have to check his spelling and such, you know. Maybe, come to think of it, it would be better if you didn't repair his stuff; it wouldn't hurt for folks to know how stupid he is.

E: He is always glad to have me change things to make the work look better.

B: Hah! Look better. That's a laugh. You've worked around here so long you're getting to be a politician yourself!

Discussion Questions

1. Where would you say that the adjective *tactful* could be applied in the conversations you've just heard?

2. Would Elizabeth be justified in telling her employer and the Mayor that she disliked being caught "in between" them?

3. How much should personal likes and dislikes be submerged in the office?

4. Was Elizabeth right or wrong in telling the Mayor where her employer was?

■ Role-Playing, Too

Once students have had some experience with the dramatization of problem situations in which the action is indicated in a script, it is possible to engage in dramatizations in which the problem is defined but the student must play his

role himself, trying to enact the most acceptable response.

Each participant in the drama is given a sheet of paper on which the circumstances are described and the stage is set; then the players enact their solution to the problem.

For example:

3. Lunch-Hour Hairdo

• Information for Student Ann:

Ann, you usually take your lunch hour from 11:30 to 12:30. You are going to a very important dinner and will have to leave immediately after work. You would like to have your hair washed and set, and you find that you can get an appointment at a nearby beauty shop at 12:00. You cannot have an earlier appointment; however, if you go to the shop at 11:30 to wait, the hairdresser may be able to start with you a little earlier.

To make the 11:30 schedule, you would have no opportunity to get lunch. So, you are to ask your office companion, Barbara, to shorten her lunch hour by 15 minutes so that you'll have time for a sandwich. You have occasionally juggled lunch times with her before.

• Information for Student Barbara:

Barbara, you take your lunch hour from 12:30 to 1:30. Today you have arranged to meet for lunch a friend who is in town just for the day. You and Ann have frequently changed lunch hours, sometimes at your request and sometimes at hers.

Today Ann asks you to cover for her in the office until 12:45, so that she can have time for a sandwich after having her hair set. There are coke and candy machines in the building.

• Things to Think about:

Ann, should you resent your friend's answer if it is *no*? Will you ask her who her friend is, or suggest that she ask this friend to come to the office?

Barbara, should you cancel your plans? Should you, perhaps, suggest that Ann eat a candy bar and have a coke?

Everyone, what are the advantages of a large group of friends over small clique in a business office? What constitutes a healthful breakfast and lunch for an office worker?

■ In Summary

Dramatization is a way of spotlighting behavior problems in such a way as to enable viewers—and perhaps participants, too—to evaluate alternative behavior patterns and in that way derive socially acceptable solutions.

It should be emphasized that the principal value is not in the experience of taking part in the "play," although that value is not inconsiderable, but, rather, in the opportunity for discussion leading to new understanding and improved personal traits.

Continuing Next Month, with:

Use of Pre-employment Interviews
Direction-Giving As an Aid
Bibliography and Resources

TYPEWRITER SERIAL NUMBERS

(Number on the first machine made by each manufacturer each year)

Year Made	Allen	I B M	Remington			Royal	Age, 1954
	Standard (Official)	Electric (Unofficial)	Electric (Unofficial)	Noiseless (Official)	Standard (Official)	All Models (Official)	
1953	1,163,001	11-150,001	E2,110,001	X781,001	J2,363,001	4,990,001	1
1952	1,140,001	11-105,001	E2,100,001	X768,001	J2,206,001	4,688,001	2
1951	1,118,001	11-083,001	E1,950,001	X740,001	J1,964,001	4,360,001	3
1950	1,100,001	11-083,001	E1,780,001	X717,001	J1,642,001	4,100,001	4
1949	(See Woodstock)	11-004,001	E1,518,001	X702,001	J1,515,001	3,865,001	5
1948	Woodstock	189,001	E1,332,001	X685,001	J1,332,001	3,580,001	6
1947	....	145,001	E1,000,001	X629,001	J1,058,001	3,273,001	7
1946	....	998,001	....	X608,001	J 780,001	3,094,001	8
1945	....	987,001	....	X606,001	J 605,001	3,087,001	9
1944	....	975,001	....	X603,001	J 542,001	3,026,001	10
1943	....	969,001	....	X602,001	J 633,001	3,026,001	11
1942	....	959,001	....	X572,001	J 390,001	2,901,001	12
1941	....	944,001	....	X523,001	J 248,001	2,661,001	13
1940	....	938,001	....	X500,001	J 184,001	2,494,001	14
1939	....	932,001	....	X468,001	J 100,001	2,320,001	15
1938	....	929,001	....	X459,001	Z 615,001	2,178,001	16
1937	....	925,001	....	X398,001	Z 566,001	2,006,001	17
1936	....	923,001	....	X370,001	Z 521,001	1,847,001	18

IF YOU COMPARE the serial numbers of your typewriters with those above, you'll know the answer to:

How Old Are Your Typewriters?

WE STOOD at the door of a typing classroom in one of the biggest high schools in the Southwest.

"How old are these?" I asked, gesturing toward the typewriters.

The teacher answered with pride and complete faith in his accuracy, "We do not have one machine more than four years old."

I hesitated, for I have heard the "our machines are practically new" statement many times. Then I asked, "Do you have the purchase records for these machines?"

"No," the teacher replied. "When I came here two years ago, there were no records on file. I don't really know how old our machines are."

"I am sorry to tell you this," I said, "but you do not have one machine in this room that is *less* than four years old."

He was astonished. "How do you know?" he asked.

I could tell by the shape and color of the models—that old black machine, that old squarish gray one, the faded green one. I mentioned these evidences.

"How can a new teacher tell how old a machine is," he inquired, "if he does not recognize the older models?"

"By the serial number," I replied.

■ By the Serial Number—

Many of us estimate the age of a typewriter by its appearance, but that is not a safe thing to do. It is relatively easy for a secondhand dealer to recase the machine with the external panels of a newer model,

particularly if he has gone to the trouble of "rebuilding" the older machine. The only sure, safe index to age is the serial number.

Each manufacturer notes the serial number put on the first machine the factory produces each January. The industry needs this information so that the age of machines can be evaluated for trade-ins.

The information is not confidential, although it is not generally circulated. Almost every secondhand dealer has a list of the annual serial numbers of each manufacturer, but few teachers or schools have the listings on tap; so, the serial numbers are listed here for you.

Naturally, some manufacturers do not wish their competitors to know how many or how few machines they have made and sold; so, these manufacturers may jump the serial num-

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TYPEWRITER SERIAL NUMBERS

(Number on the first machine made by each manufacturer each year)

Year Made	Smith-Corona		Underwood			Woodstock	Age, 1954
	All Models (Official)	Electric (Official)	Noiseless (Official)	Standard (Official)	Standard (Official)	Standard (Official)	
1953	3,200,001	7,270,001		7,270,001		(See Allen)	1
1952	3,103,001	7,080,001		7,080,001			2
1951	2,358,621	6,680,001		6,800,001			3
1950	2,281,865	6,625,001		6,680,001		1,100,001	4
1949	2,193,186	6,515,001	5,937,001	6,580,001		892,001	5
1948	2,108,696	6,200,001	5,926,001	6,310,001		886,001	6
1947	2,002,559	.....	5,906,001	6,124,001		783,001	7
1946	1,917,387	.....		5,849,001		730,001	8
1945	1,860,019	.....		5,760,001		665,001	9
1944	1,783,283	.....		5,715,001		643,001	10
1943	1,788,559	.....	5,690,001	5,715,001		623,001	11
1942	1,736,786	.....	5,563,001	5,640,001		502,001	12
1941	1,616,501	.....	5,340,001	5,340,001		573,001	13
1940	1,525,092	.....	5,155,001	5,155,001		547,001	14
1939	1,457,164	.....	4,965,001	4,965,001		523,001	15
1938	1,397,858	.....	4,800,001	4,800,001		602,001	16
1937	1,285,375	.....	3,966,001	4,610,001		471,001	17
1936	1,209,168	.....	3,944,001	4,440,001		435,001	18

ber each January 1. Thus, if the first machine made by a particular manufacturer in 1939 is given, say, the number 1,250,001 and the first made in 1940 is numbered 1,500,001, you cannot subtract the one number from the other and say that the company made 250,000 machines; but you can say that any machine bearing a serial number between 1,250,001 and 1,500,000 was made in 1939.

■ Does Age Really Matter?

Yes, it matters very much.

• **Financially.** As a simple matter of a business operation, machines should be traded in systematically. The best trade-in ratio is obtained when machines are turned in every three years; the last chance for a reasonably good trade-in ratio is at the end of the fifth year.

Moreover, there is the matter of servicing typewriter repairs. Older machines require more servicing—a lot more, an expensive more.

It is interesting to note that the school systems that have most commonly instituted systematic trade-in policies are the biggest and the smallest—the biggest, because they have

a department of school finance that studies such matters and finds that systematic trade-in is a real economy; and the smallest, because they are likely to be located where service is difficult to obtain.

• **Pedagogically.** While the school administrator is directly concerned with the financial aspects of the age of a typewriter, the teacher is directly concerned with pedagogical reasons for wanting, asking for, demanding up-to-date machines.

There is no such thing as a "good though old" machine so far as instruction is concerned. Machines take a tremendous beating in classroom use, a beating that is a liability to each new learner. A million carriage returns affect the rollers and the carriage action. Adjusting margin and tab stops thousands of times warps edges, rounds corners. A heavy-handed key thudder compresses springs and weakens the space bar. Erasure grit fouls the key action. Key bars, clashed and bent and rebent, stick and encourage peek-a-boo habits. The dust of thousands of hours of exposure slows

down the entire machine. If a machine is old, a student must learn abnormal, incorrect habits of typing if he is to use it at all.

One by-product of experimentation with the learning efficiency of electric machines has been the clear evidence that *the machine does matter*.

There are two other aspects worth mentioning: the machines that graduates will use in offices are likely to be new models, not old ones; and the new machines have facilities that students must learn to use.

■ It's Your List; Use It!

If typewriting learners in your school are to develop the operating habits that will give them the skill they must have, they need and merit the finest equipment available—and old machines are not "the finest."

Suggestion: Use the serial numbers above to determine the age of each of your machines; then construct an "age table," showing how many typewriters are of each "vintage." That table will be a powerful aid in replacing old machines and in getting a trade-in policy established.

"Per Cent" or "Percentage"?

They're Not Interchangeable, You Know!

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TO LEND greater emphasis to a point he was making, the news commentator stated, "A large percentage of our people are stockholders in American business." Did he mean *per cent*? Did he confuse *percentage* and *per cent*? Are these terms the same or different?

Certainly 6 million stockholders is a large number, representing a sizeable *percentage*; but the number is only 3.8 *per cent* of our population and would be indicative of a small minority. On the other hand, four successful ventures at roulette is a relatively inconspicuous *percentage*; but if the four occurred in five attempts the *per cent* is amazingly high.

■ Are Our Textbooks Mixed Up?

Adding to the confusion are textbooks in which appear problem material like this classic: "Out of a total number of 72 airplanes, one airline has 18 new ones. Another airline operates 15 new planes out of a total of 40. Which company has the larger *percentage* of new machines—and how much larger?"

The answer is simple: 18 is larger than 15; so the first airline has the larger *percentage*, and it is 3 larger than the second. But wait! All is not what it appears to be: The authors of that problem suggest several division operations, with the eventual conclusion that the second has the larger *percentage*.

Obviously there is a mix-up in terms; what was meant to be called *per cent* was misnamed *percentage*—and "our" erroneous answer is actually correct.

■ Well, What IS the Difference?

Percentage is the number obtained as the product of the base and rate. *Per cent* is just a *ratio*.

Percentage would represent the actual number of pencils purchased, students absent, dollars of profit earned—a numerical quantity. A *per cent* value is a comparison by division, where the base is always 100—a nondenominative number pertaining to neither pencils, students, nor dollars.

We say that a concern's profit is 15 *per cent*—it would be mathematically absurd and phonetically ridiculous to say the profit is "15 per cent dollars." What is the comparison involved? A 15 *per cent* profit im-

plies that for each \$100 in the cost of operations, the firm realized a profit of \$15. The mathematician would express this as a ratio, 15:100. The high school student would say, 15 parts out of 100 parts. The businessman says, 15 *per cent*. These are analogous ways of expressing the same concept.

■ How Do Textbooks Define the Terms?

One book says, "The word *per cent* means in the hundredths, or hundredths. . . . Also note that *percentage* involves fractions whose denominator is 100."

Even were we to overlook the fact that the terms *per cent* and *percentage* are mistakenly used interchangeably, we must not fail to realize what a static concept of *per cent* the preceding definition purports: *per cent* becomes a mere decimal.

How can the pupil using that text realize that *per cent*, batting averages, team standings, tax rates, electric rates, gas rates, and the like are fundamentally brothers under the skin? In some, we find it more convenient to use 100 as our basis of comparison; in others, 1000 is more adequate.

Reading in another book we find, "Express the relationship in terms of a common fraction, convert the common fraction into a decimal, and then annex the *per cent* sign." This involves a factual error, of course; but the important thing is that it would reduce our teaching to instruction in juggling symbols: "Move the decimal point two places to the right, and attach a *per cent* sign."

Simple, indeed. This procedure may relieve the pupil of the necessity of thinking and the teacher of the need of answering that irksome question, "Why?" But it also indicates that *teaching for understanding of principles* is in the process of extinction.

Consider: The bank interest rate is 2 *per cent*; its discount rate is 6 *per cent*; small-loan companies charge 2.5 *per cent*; discount on the purchase of a TV set may be 30 *per cent*; the death rate for children under one year of age is 2.26 *per cent*; a tax rate is 8.27 *per cent*. All these expressions involve a knowledge of *per cent*, and in each expression the term is used somewhat differently even while still suggesting an aspect of comparison.

To say that *per cent* implies *hundredths* would make separate entities of the items just enumerated; in reality, they are elements of the same concept.

■ What Are We Going to Do About It?

Is it trivial to stress the distinction between *per cent* and *percentage*?

No, not if we are ever to know what is meant when we hear that "A large *percentage* of our population is now unemployed." (And perhaps it might not be advisable for us teachers to emphasize that *large* and *small* are but reflections of someone's opinion.)

So we are resolved.

We shall ourselves use the terms correctly.

Without discrediting the texts we are using, we shall quietly correct misusages of the terms we encounter in our class problems work—might even make a game of having students, too, catch the editorial slips!

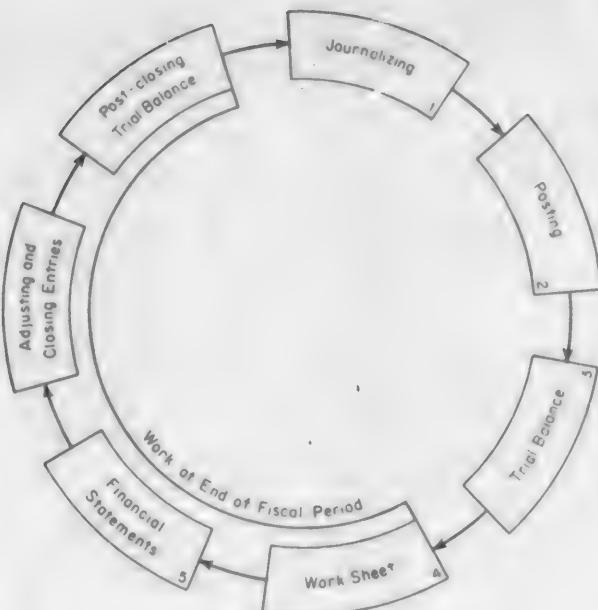


ILLUSTRATION I: The Circle

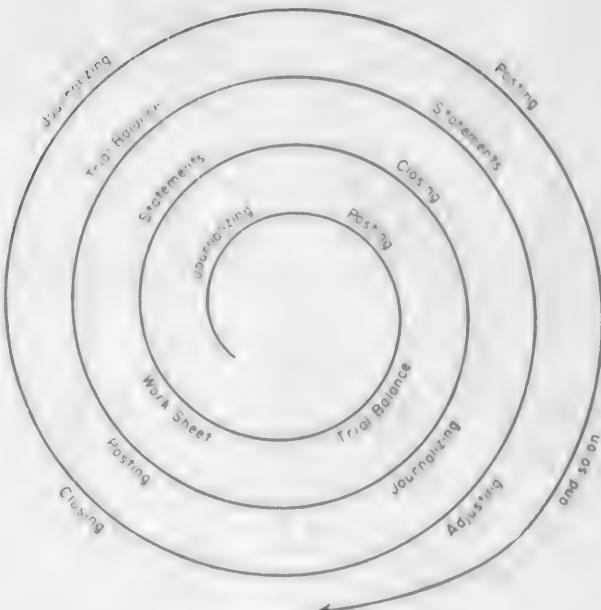


ILLUSTRATION II: The Spiral

How to Give the Bookkeeping Cycle the "New Look"

DR. ROBERT M. SWANSON

Bell State Teachers College
Muncie, Indiana

DO YOU FIND the bookkeeping cycle difficult to teach? Do you use wall charts, blackboard illustrations, and other visual devices to help your students understand the cycle—but without success? Do your students memorize the cycle steps to meet test requirements? If so, you may have guessed that many students never do develop a real understanding of the bookkeeping cycle.

Part of the difficulty we all have in teaching the bookkeeping cycle may be inherent in the visual impression we use to describe the cycle.

■ **The Circle Method—**

One way of visualizing the cycle is the complete circle with the various steps or activities spaced around it, such as is shown in Illustration I. What wrong

concepts can be formed by this type of visualization?

- **First**, the students may believe that the bookkeeper does all the journalizing before he does any posting. This is not strictly true. Usually some journalizing is done, some posting done, and then back to journalizing. This sequence of activities continues for some time—and these two activities constitute the bulk of the bookkeeper's work, together with supporting details such as checking accuracy of business papers.

- **Second**, the student may believe that all the steps of the cycle must follow each other in the order shown in Illustration I, until the entire fiscal-period cycle is completed. This is not strictly true. The bookkeeper may progress part way along the cycle and then return to

journalizing and posting once again.

- **Third**, the student may make the generalization that financial statements are prepared only at the end of the fiscal year. As we know, this situation can be as much false as true in many business firms. Financial statements are prepared when needed.

■ **The Spiral Method—**

Another widely accepted method of visualizing the cycle is commonly referred to as the spiral method, shown in Illustration II. The cycle is developed quickly—usually without adjusting entries and with only simple journals and ledgers. Each time the student works through the cycle he adds to his basic cycle. Some of the additions will be specialized journals, specialized ledgers, and supplementary financial reports

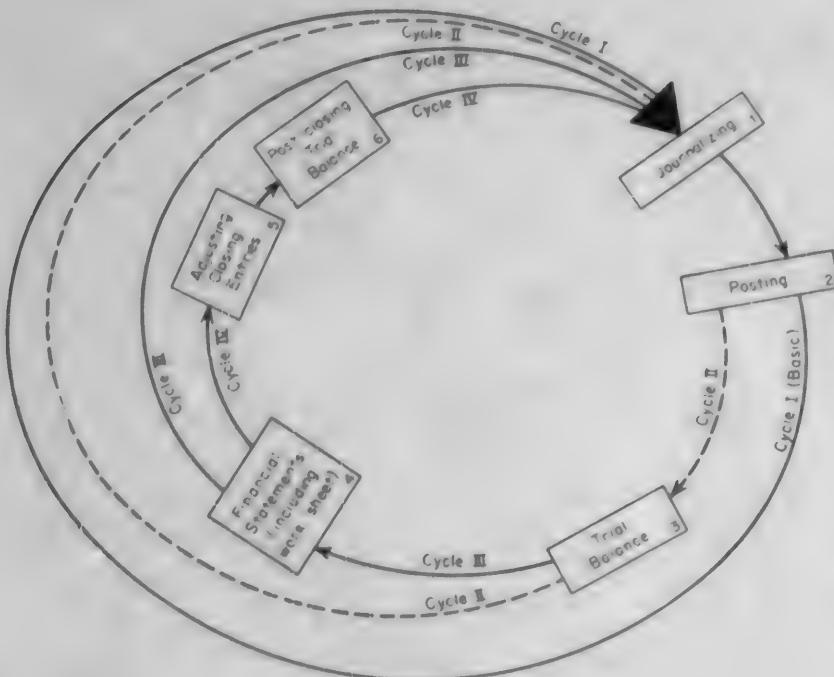


ILLUSTRATION III: The "New Look"

such as statements of accounts receivable, accounts payable, and capital. On some of his trips around the cycle, the student adds the merchandising transactions, work with partnerships, and work with corporations.

Psychologically, the spiral device lacks the completeness that is associated with the circle. Where does the bookkeeper return to journalizing? Does the spiral continue to expand or does it stop at some point? Once again the impression may be formed by the students that all the steps must follow in sequence. As the student works through an exercise that involves only journalizing and posting, he fails to see that these activities constitute a cycle in themselves.

■ Preparing a New Device—

What is the solution to this situation? Several points would seem to form a criteria that should be followed in preparing and using a new visual device:

- The student must be able to see that sometimes the bookkeeper does only part of the total "cycle" activities, and then returns to the first activity. This is to say that he must visualize that the bookkeeper may journalize-post, journalize-post, journalize-post.

- The student must also realize that at times the bookkeeper will move into an addition to the basic cycle and prepare a trial balance to check his records. After preparing the trial balance, he will return to the basic cycle: journalize-post, journalize-post. Further, the bookkeeper may move into still other addi-

tions to the basic cycle to prepare a trial balance, a work sheet, financial statements, and then journalize-post again without closing the books. All this must be visualized as a cycle in each situation.

- The student must realize that these various extensions of the basic-cycle activities can be performed at any time rather than just at the end of a fiscal period—whether that period be a month or a year.

■ The "New Look" Method—

What visual device will work under these circumstances? One that has been used successfully is shown in Illustration III.

This device pictures the bookkeeping activities as a series of cycles. (The desire for one perfect circle has been sacrificed to serve the purpose of correct impressions.)

A cycle is created very quickly as the student develops the ability to journalize and post, using simple journals. At this point in his learning, the student sees only Cycle I.

- When necessary, the bookkeeper moves into another cycle that involves preparing a trial balance to check the balance of his books. When this step is introduced in the class, the second part, or Cycle II, is introduced. This step would be comparable to that used by a bank, which must balance the books daily. When the trial balance is introduced to the student, an explanation is made that Cycle I is the main route of the train. Once in a while the

train has to go off on a side track for a special job, but the train always returns to its regular route and schedule when the special job is completed.

- A third cycle is added to the device when the student studies the preparation of financial statements. In this momentary swerve from the basic cycle, the bookkeeper prepares a trial balance, a worksheet, financial statements, and returns to the basic cycle. This cycle would be comparable to a bookkeeper's activities when the employer wants a monthly financial statement but does not desire to close his records until the end of the fiscal year. At a glance, the student can recognize from the device used that this step is possible without following through on the other steps normally included in end-of-the-fiscal-period activities.

- Last, as the student studies the activities at the end of the fiscal period, the fourth cycle is added to the device to show that at some time the bookkeeper will want to bring his books into agreement with his financial statements and prepare the records for the transactions of the new fiscal period. To do this, he will prepare a trial balance, make financial statements, record and post adjusting and closing entries, and prepare a post-closing trial balance. When this has been done, the bookkeeper returns to the basic cycle.

■ Advantages of the "New Look"—

- The student has a complete cycle before him at all times. When he is studying only the journalizing and posting activities, they can be described as a complete cycle in themselves.

- No blank spaces are left in the cycle to be filled in later as the student studies additional steps. Neither does he receive a description of all the steps and then wait five to ten weeks or longer to discover what some of the steps actually mean.

- The idea behind the spiral development of the cycle can be maintained. As special journals or ledgers are introduced, they are viewed as refinements of the basic cycle. As classified statements are developed, they become refinements of the third cycle.

- The cycles can be taught as a series of activities that the bookkeeper does when he needs to do them. For instance, the student can see that at any time the employer so desires, financial statements can be prepared without continuing through the remainder of the end-of-the-year activities.

- These cycles can be developed in your bookkeeping classes regardless of the textbook you are using. This device will apply to any approach or to any method of treating the course, whether you start with a personal-service business or not.

This cycle has been used in class with success. Why don't you try it?

READY - TO - USE TESTS

A New Service for Business Teachers

DO YOU HAVE a test that you developed yourself, tried out successfully on your own students, and are willing to share with other teachers? If so, send it in—but be sure to indicate the answers!—and tell us how you graded the results. BEW will pay \$10 for each test accepted for publication. Criteria: The test must deal with just one topic and must be usable with any textbook in the subject. The test may be in any business subject. Permission for teachers to duplicate it must be expressed.

Test 1 on Elementary Bookkeeping Theory

DR. HARRY HUFFMAN

Virginia Polytechnic Institute

THE FOLLOWING TEST is the first of a special series prepared for BEW readers by Dr. Harry Huffman, nationally known authority in the record-keeping field. Permission to duplicate the test for classroom use has been granted. It may be administered at about the end of September to any beginning bookkeeping class; it is independent of any textbook. It contains 50 objective questions; so, it may be scored either by the point system, allowing 2 points for each correct answer, or by the normal-curve distribution of students' scores. The correct answers are indicated in *italic* type.

BOOKKEEPING TEST 1

This bookkeeping test covers the introduction to assets, liabilities, proprietorship, debit, credit, the bookkeeping equation, and the balance sheet.

Section 1

Read each statement and then circle the *T* or the *F* to indicate whether the statement is true or false.

1. An asset is anything of value that is owned by a person or a business *T* *F*
2. A liability is a debt that is owed by a person or a business *T* *F*
3. The amount of proprietorship is the result of subtracting the total assets from the total liabilities *T* *F*
4. We place each asset and each liability in a separate account *T* *F*
5. The left side of an account is the credit side. *T* *F*
6. The left side of any account always shows increases. *T* *F*
7. The right side of an account is the credit side. *T* *F*
8. The left side of asset accounts always shows increases. *T* *F*
9. A customer is a person whom you owe money. *T* *F*

10. We list assets on the left side of the account form of the balance sheet. *T* *F*
11. The right side of liability accounts shows decreases. *T* *F*
12. A creditor owes money to you. *T* *F*
13. Assets plus liabilities equals proprietorship. *T* *F*
14. We list liabilities and proprietorship on the right side of the account form of the balance sheet. *T* *F*
15. The right side of the proprietorship account always shows increases. *T* *F*

Section 2

Each term in Column 1 is explained by a statement in Column 2. Match the terms and statements by writing after the statement the letter that indicates which term it explains.

Column 1	Column 2
A. Accounts receivable	16. Things owned by a person or a business
B. Accounts payable	17. Amounts owed by a person or a business
C. Assets	18. The owner's claim on the assets
D. Balance sheet	19. The person to whom a debt is owed
E. Bookkeeping equation	20. The person or business that owes a debt
F. Creditor	21. Assets equal liabilities plus proprietorship
G. Customer	22. A report on a certain date showing what is owned, what is owed, and the net worth
H. Liabilities	23. A written promise to pay a debt
I. Note receivable or payable	24. Accounts owed by a business or a person
J. Proprietorship	25. Accounts that another business or person owes us

Section 3

Circle the *D* or *C* at the right to indicate whether the statement represents a debit (D) or a credit (C).

26. The left-hand side of an account *D* *C*
27. The right-hand side of an account *D* *C*
28. To increase an asset account *D* *C*
29. To increase a liability account *D* *C*
30. To increase a proprietorship account *D* *C*
31. To decrease an asset account *D* *C*
32. To decrease a liability account *D* *C*
33. To decrease a proprietorship account *D* *C*
34. To increase the cash account *D* *C*
35. To decrease an account receivable *D* *C*
36. To decrease an account payable *D* *C*
37. To increase the account of John Brown, a customer. *D* *C*
38. To increase the delivery equipment account *D* *C*
39. To increase an account payable *D* *C*
40. To decrease the delivery equipment account *D* *C*

Section 4

Circle the *A*, *L*, or *P* (at the right) to indicate whether each item is classified as (A) asset, (L) liability, or (P) proprietorship.

41. Cash *A* *L* *P*
42. Accounts receivable *A* *L* *P*
43. The capital account *A* *L* *P*
44. Accounts payable *A* *L* *P*
45. Delivery equipment *A* *L* *P*
46. Buildings *A* *L* *P*
47. Furniture *A* *L* *P*
48. Merchandise *A* *L* *P*
49. Office equipment *A* *L* *P*
50. Land *A* *L* *P*

An Entrance Survey in Business English

MRS. GRETA LARSON
Auwerswald Business College, Seattle

THE FOLLOWING TEST surveys seven common areas of English usage and is intended for use at the outset (or as a final review) of a course in business English or transcription. Students' scores reveal their strengths and weaknesses.

The test has 100 points. The author has found that high school graduates, entering the business schools in which she has taught, have averaged between 60 and 70 points on this test. Correct answers are indicated in *italic* type. This test may be duplicated and used.

Section 1: Plurals

Write the plurals of the following words:

1. motto	<i>mottoes</i>	7. amends	<i>amends</i>
2. loaf	<i>loaves</i>	8. Mr.	<i>Messrs.</i>
3. chassis	<i>chassis</i>	9. veto	<i>vetoes</i>
4. series	<i>series</i>	10. memento	<i>mementos</i>
5. box	<i>boxes</i>	11. studio	<i>studios</i>
6. sheaf	<i>sheaves</i>	12. soprano	<i>sopranos</i>
13. party	<i>parties</i>	20. Mrs.	<i>Mesdames</i>
14. Eskimo	<i>Eskimos</i>	Give only foreign plurals:	
15. attorney	<i>attorneys</i>	21. tableau	<i>tableaux</i>
16. Miss	<i>Misses</i>	22. gladiolus	<i>gladioli</i>
17. dwarf	<i>dwarfs</i>	23. alumna	<i>alumnae</i>
18. knife	<i>knives</i>	24. index	<i>indices</i>
19. potato	<i>potatoes</i>	25. memorandum	<i>memoranda</i>

Section 2: Who vs. Whom

Indicate the correct word in the following sentences:

26. To who/whom am I indebted for the favor? *who whom*
27. This is the man who/whom I invited. *who whom*
28. Who/whom was elected the new president? *who whom*
29. Who/whom we choose must remain a secret. *who whom*
30. He doesn't know who/whom to appoint treasurer. *who whom*
31. I shall ask whoever/whomever you wish. *whoever whomever*
32. Hire whoever/whomever you prefer. *whoever whomever*
33. Whoever/whomever asks us will get it. *whoever whomever*
34. It's the job of whoever/whomever is asked. *whoever whomever*
35. Whoever/whomever is best will get it. *whoever whomever*

Section 3: Personal Pronouns

Indicate the correct word choice in these sentences:

36. He talked to (he and I) (him and me). *him and me*
37. (She and Jim) (Her and Jim) are coming home. *She and Jim*
38. Mother asked (we boys) (us boys) to do it now. *us boys*
39. He had heard of (me) (my) renting the office. *my*
40. This is (she) (her) speaking. *she*
41. The agreement between (she and he) (her and him) was signed last week. *her and him*
42. The news of (us) (our) breaking our engagement got around very quickly. *our*
43. They thought Mabel to be (she) (her). *her*

44. I should not want to be (he) (him). *he*
45. (We girls) (Us girls) have a basketball team. *We girls*

Section 4: Verb Agreement

Indicate the correct word choice in these sentences:

46. Neither the boy nor the girl (know) (knows). *knows*
47. The newer edition of those books (are) (is) \$3.98. *is*
48. Among her treasures (is) (are) a fine gold locket. *is*
49. Neither the captain nor crew (was) (were) seen again. *were*
50. Bob, as well as his coaches, (is) (are) to be feted. *is*
51. Each one of the children (is) (are) talented. *is*
52. No sure data (is) (are) given on this problem. *are*
53. The car (lay) (laid) in the ditch for two hours. *lay*
54. The jury (was) (were) discourteous to the witness. *were*
55. She (doesn't) (don't) understand French. *doesn't*
56. (Lie) (Lay) down for an hour. *Lie*
57. The clock (sits) (sets) on the kitchen shelf. *sits*
58. The news (was) (were) broadcast every hour. *was*
59. Mumps (is) (are) a disease of childhood. *is*
60. Fate and time (have) (had) a way of solving things. *have*

Section 5: Apostrophes

Insert apostrophes and s's where they are required:

61. That store specializes in selling ladies gloves. *ladies'*
62. His favorite TV program is the Childrens Hour. *Children's*
63. Her daughter-in-laws child was very ill. *law's*
64. Both of Ralph Smiths cottages burned down. *Smith's*
65. We have two Jones families in our town. On one day, both Joneses houses caught fire and burned down. *Joneses'*
66. We have all employees checks ready for them. *employees'*
67. He has one hours pay coming to him. *hour's*
68. So, he works for seven years in Alaska. *(none)*
69. We all went to John Evans graduation. *Evans's*
70. The Air Corps personnel are well trained. *(none)*

Section 6: Homonyms

Indicate the correct word choices in these sentences:

71. The typing (course) (coarse) was too difficult. *course*
- 72-4. I thought it was much (to) (too) too late for us (to) (too) start the to long trip (to) (too) the station to
75. They will (seed) (code) the land to the state. *seed*
76. They made a (gilt) (guilt) frame for the picture. *gilt*
77. Where (ere) (err) (e'er) you go, do write us. *e'er*
78. The farm (bloc) (block) wanted the bill passed. *bloc*
79. It was a nasty (breach) (breach) of etiquette. *breach*
80. Eight (noes) (nose) (nos) were cast in the voting. *noes*
81. Suddenly they had to (flea) (flee) the country. *flee*
82. He knew the thief to be a (nave) (knave). *knave*
83. She forgot to (great) (grate) the onions for us. *grate*
84. He grew (pail) (pale) with suppressed anger. *pale*
85. The skirt (seamed) (seemed) to be in the new style. *seemed*

Section 7: Modifiers, Connectives

Indicate the correct word choices in these sentences:

86. The poor guy feels (bad) (badly) today. *bad*
87. She has done (good) (well) in her new position. *well*
88. The (two first) (first two) men got the honors. *first two*
89. She has read (further) (farther) into the book. *further*
90. He walked (direct) (directly) to the station. *direct*
91. He sounds (different) (differently) on the phone. *different*
92. Please speak as (clear) (clearly) as you can. *clearly*
93. It is different (than) (from) what I expected. *from*
94. She was angry (with) (at) her employer. *with*
95. The box fell (off) (off of) the shelf. *off*
96. Please comply (to) (with) our request. *with*
97. (Almost) (Most) all students will ask for this. *Almost*
98. It does not conform (to) (with) the specifications. *to*
99. I threw it much (further) (farther) than he did. *farther*
100. Keep the sides as (even) (evenly) as you can. *even*

Awards Test 1 on Mailable Transcripts

FLORENCE E. ULRICH
Director, Gregg Awards Services

WE'RE GETTING somewhere! For many years we have been trying to design an awards program in transcription that would gratify teachers and challenge students. The new program initiated here last year has been heartily welcomed, judging from the hundreds of "go to it!" letters we received from BEW readers. And going to it we are, with the program refined just a bit, in accordance with your suggestions.

• **Four Certificates.** The lowest rung on the ladder is a certificate testifying to the student's ability to transcribe at 15 or more words a minute two letters, each of about 100 words, dictated at 80 w a m.

The second certificate is for three 100-word letters dictated at 80 and transcribed at 18 or more w a m. The third is for three 100-word letters dictated at 80 and transcribed *with a carbon copy* at 20 or more w a m. The highest rung is our vocational-competency "expert" award, which requires the student to transcribe three 100-word letters at 25 or more w a m.

• **Must Be Mailable.** Each letter, of course, is to be dictated just once, and at the rate indicated. The transcripts must be *mailable*—neat, well arranged, correct; word substitutions are allowed if they do not change the meaning; neat erasing is permitted. The test schedule:

Month:	S	O	N	D	J	F	M	A
Award 1 (2/80 at 15)	x	x	x	x	x	x		
Award 2 (3/80 at 18)	x	x		x	x			
Award 3 (3/80 at 20cc)		x			x			
Award 4 (3/100 at 25)		x			x			

• **New Certificates.** The certificates themselves have been redesigned and are extremely attractive. Each defines the student's accomplishment, such as "having transcribed at . . . words a minute the official test published by *Business Education World*, consisting of two 100-word letters, dictated at 80 words a minute." The exact transcribing speed will be penned in.

• **Procedure.** Give this month's test to the class. Check the exact number of minutes it takes each student to make his two transcripts. If they are mailable and are completed in 16 or fewer minutes, have the student type at the top of the paper (1) his name, (2) school name and address, (3) time required for transcribing, and (4) the identifying expression "Mailable Transcript Award No. 1." Send the transcripts and awards fees (15 cents for each application) to Gregg Awards Department, 330 West 42d Street, New York 36, N. Y.

The two letters in this month's test include 210 standard (1.4 syllable) words and must be transcribed in 16 or fewer minutes (which allows one minute for each of the two inside addresses and dates), to be eligible for the 15-word-a-minute transcribing award.

• **The teacher says:** I am going to give you a special test in which you are to see how rapidly you can make mailable transcripts of the two letters I shall dictate to you. These two letters, an exchange of correspondence between (*writes on board*):

Mr. Fred Stone, Manager
Rent-a-Car Agency
3929 Jackson Boulevard
Chicago 15, Illinois

Mr. Alexander Jones
Hunt & Walsh, Inc.
110 South Canal Street
Chicago 3, Illinois

Mr. Stone wants to persuade Mr. Jones that his firm should rent cars instead of buying them. Here is Letter 1; it contains 104 words and will be dictated to you at 80 words a minute.

Letter No. 1 (Counted in quarter minutes for 80 w a m)

Dear Mr. Jones: Our business is renting automobiles on a long-term basis. If you are in need of a car / for six months or longer, we think you will find it both economical and convenient to rent a car from us.

The cars that we are renting are new 1954 Fords. These cars are in excellent repair, and our service / insures their remaining in good condition while you drive them.

If you are interested, will you please fill in and [1] return the enclosed card? We will then have our representative call on you to explain every detail of / our rates. Yours truly, [104 words]

• **The teacher says:** Well, Mr. Jones is interested, but he writes a letter instead of filling in the card Mr. Walsh sent him. Here is Mr. Jones's letter. It contains 108 words. I'll dictate at 80 w a m.

Letter No. 2 (Counted in quarter minutes for 80 w a m)

Dear Mr. Stone: We might be able to use your car-renting plan, but we should like to know a little more about / it. Are your cars covered by insurance? If they are, what kind of coverage is provided? Are there extra charges / for each different kind of insurance?

We might be interested also in renting small trucks for making / local deliveries. Do you rent such trucks? If you do, what would be the charges and insurance protection?

We [1] would rather have you send us the information by letter than to have your representative call at our office / at this time. Very truly yours, [108 words]

• **The teacher says:** You may arrange the letters in any style you wish. As soon as you have made *mailable* transcripts of both letters, raise your hand; I must time you exactly. Ready . . . go!

A Practical Review of Skill Psychology

DR. WILMOTH C. PRICE
State College, Winona, Minnesota

THE TEACHING of such skill courses as shorthand, typewriting, and transcription is, basically, the classroom application of what ought to be well-known principles of skill psychology. The good, expert teacher knowingly or unknowingly applies these principles; the weak teacher does not apply them.

The quickest way to strengthen your teaching in the skill subjects is to find out whether you may be violating any of the "rules" for skill building. Read the questions

below; the "correct" answer is indicated, along with a key letter that tells you which "common rule" [in the box] governs the problem presented in each question. If your honest answer does not concur with the answer given, you know where you have a teaching flaw that needs correcting.

In Your Classes Today . . .

1. Did you demonstrate something so that your students could attempt to imitate your performance? Yes (J)
2. Did you present new learnings in context, so that students knew how and when to use them? Yes (L)
3. Did you use a typing demonstration stand? Yes (J)
4. Did any students use error-analysis charts? No (K)
5. Did you have any students come in for a second consecutive period of practice? No (I)
6. Think back: Did your shorthand students start writing shorthand on the first day of the course? No (L)
7. Did you have preview words already on the blackboard when your shorthand class came in the room? No (J)
8. Did you use a stopwatch frequently? Yes (B)
9. Think: Are your students required to type so many words a minute at the end of the year, to get credit? No (F)
10. Did you give some "office-type" dictation in your advanced shorthand class? Yes (E)
11. Did you encourage your typing *beginners* to type some of their own personal work outside of class? No (H)
12. In shorthand class, did you give special attention to practicing unusual words at the expense of practicing words and phrases in sentence context? No (L)
13. Did you explain what benefit was to be expected from each practice effort in each lesson in typewriting? Yes (C)
14. Did every student indicate (perhaps by a show of hands) that he had done something better, made some progress? Yes (D)
15. In typing class, did you check that every student was using the right, or best, technique for doing the particular job around which the lesson was fashioned? Yes (H)
16. Did you explain the purpose of each part of the shorthand homework assignment? Yes (C)
17. Think: In the past week, did you have some of your advanced shorthand students take some *real* dictation? Yes (E)
18. Did you reprimand any students for poor work? No (K)
19. Did your shorthand lesson have in it something included specifically to give success to weak students? Yes (F)
20. Did you encourage students to evaluate their work? No (F)
21. Think: Do you search constantly for a one-best way to conduct each class? Yes (B)
22. Do you have posted in your typing room a graph that shows the *average* class accomplishment? No (F)
23. Did you spend a whole shorthand period concentrating on achieving one particular speed? Yes (B)
24. Think: Do you have students take the same or similar tests periodically through the school year? Yes (B)
25. Did you require your typing and transcription students to proofread their own work with special care? Yes (E)
26. Did you stimulate a hearty laugh in each class? Yes (A)
27. Did you use at least one special audio-visual aid, such as a film, or demonstration, or projection? Yes (A)
28. In shorthand class, did you check the speed at which students read their notes and text shorthand plates? Yes (B)
29. In shorthand class, did you emphasize the importance of a *high* degree of accuracy in writing new outlines? No (E)
30. In typing, did you put more emphasis on typing at a high level of skill on the straight-copy time writings than you did on typing the day's production exercises? Yes (E)
31. Did you, in the past week, have some of your advanced typing students do some typing for the school? Yes (E)

Basic Rules of Skill Psychology

These Things Help Learning

- A. Good classroom conditions and atmosphere.
- B. Students' knowing whether they are progressing, and why, and what helps or retards their progress.
- C. Students' knowing the purpose of each moment's effort—what to do, and why, and precisely how.
- D. Success. It accelerates effort and achievement.
- E. Students' knowing how a skill is used on the job and practicing it exactly the way it will be used.
- F. Providing for individual differences by (1) using a variety of teaching methods and procedures, and (2) judging success by flexible standards and as much by extent of progress as by actual achievement.
- G. Purposeful practice for specific improvement.
- H. Guiding students in doing things the right way and avoiding wasteful trial-and-error experiences.
- I. Using short, not long, periods of intensive practice; and spreading practice over several days.
- J. Imitation of good performance. Teachers show how.
- K. Emphasis on the positive, not negative, approach.
- L. Learning in context, not in isolation—for retention is better when learning is related.

32. Do you require your shorthand students to write notes accurately enough for them to read each other's work? No (E)

33. Think: Do your shorthand students have desks with top surfaces large enough for comfortable writing? Yes (A)

34. Think: Have you standardized on typing desks that have a uniform height from the floor? No (F)

35. Did you give the same transcription (or shorthand) assignment to each member of the class? No (F)

36. Did you have some kind of contest in typing today or sometime within the past week or so? Yes (A)

37. Did you use such terms as "No" or "Not that way" as often as "Good" or "Like this"? No (K)

38. Did you go through the whole morning or afternoon *without* having to check the heat, light, etc.? No (A)

39. Did you in *any* class indicate that you would grade or in other ways evaluate students' work not on the basis of achievement but on the basis of extent of progress? Yes (F)

40. Did you in *any* class indicate precisely how much or how many or what kind of performance would be required for the grade for the day's work? No (F)

41. Did you in each class make some comment that related the day's work to office performance? Yes (E)

42. Did you let *students* select any drill or other practice material different from what everyone had to do? Yes (C)

43. Did you in any class show *both* the right and wrong way to do anything? No (K)

44. Did you in any class introduce any new teaching method or procedure or routine? Yes (F)

45. Think: Could you define specifically the job requirements for working as secretary to your superintendent? Yes (E)

46. Did you mention to *any* student something unfavorable about his work before mentioning something favorable? No (K)

47. Did you change any part of any lesson at the suggestion of any of the students? Yes (B)

48. Did you make any comments about office routines or requirements or procedures? Yes (E)

49. Were *any* students so thrilled with their progress that they stopped at your desk to mention it to you? Yes (D)

50. Were you so thrilled with *any* student's progress that you stopped at his desk to mention it to him? Yes (D)

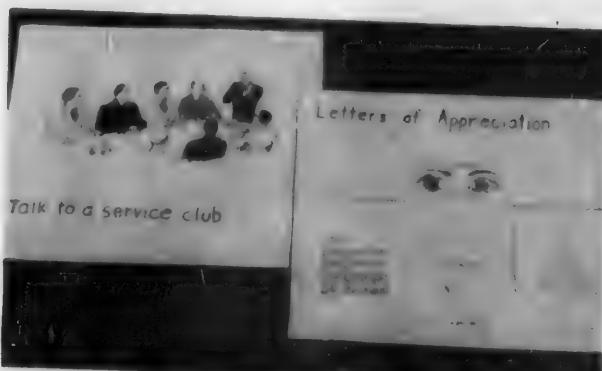


REACHING STUDENTS—

- Have told the school counselors
- Have talked to report-room groups
- Have sponsored a social activity



- Have sponsored an assembly program
- Have planned a big excursion
- Have displayed students' photos
- Have distributed literature

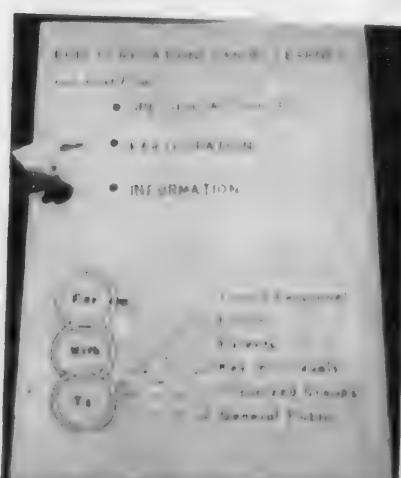


REACHING THE PUBLIC—

- Have talked to service clubs
- Have followed up every courtesy with a letter of appreciation



- Have co-operated with local papers in developing stories
- Have sent literature to homes
- Have sent literature to businessmen



PLANS ARE IMPORTANT

A good public-relations program is not hard; it need only be well planned and systematic.

YOUR P.R. DUTIES

ONE OF THE most dynamic presentations at the recent Dallas convention of the Mountain-Plains BEA was the graphic address on "Your Public-Relations Duties" given by Harold Moore, DE teacher-co-ordinator at the Grand Prairie (Texas) High School.

The talk was highlighted by a flow of large Moore-made posters, many of which are shown above.

■ Thesis: Everyone's in P.R.—

The speaker's theme was that every business teacher in a small town, be he a DE co-ordinator or "the whole business-training department," necessarily is a public-relations agent "to create good will and attract favorable attention" for his department. Moore's posters illustrated the types of P.R.

targets and activities that enable the department to reach them.

■ Additional P.R. Ideas—

- *Play ball* with the faculty; don't outshine them. Keep in step with the school's P.R. program. Win friends to influence people for you.

- *Get the faculty meeting* switched to your DE room now and then.

- *Be sure to have* a student club, and invite parents to a meeting.

- *Get to know* the features editor of your local paper. About once a year, he'll go to town with you.

- *Get exhibits* not only in corridors but also in stores around town.

- *Become a good photographer* and display lots of pictures of students both in school and on jobs.

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WHEREVER THERE'S BUSINESS THERE'S



ADDING MACHINES



CALCULATORS



SENSIMATIC
ACCOUNTING MACHINES

The Shorthand Corner

DR. JOHN J. GRESS
Hunter College, New York City

A STUDENT TEACHER interrupted my discourse on preclass preparation to blurt, "Well, why didn't *my* lesson in beginning shorthand go over today? I had a lesson plan—a detailed one, too." Before I could answer, another asked, "Is it *really* so important to outline every step you expect to take in a shorthand lesson? The books are *so* complete, must lessons be planned completely, too?"

"Definitely!" I said. "You must know what you want to do . . . how to go about it . . . why you want to do each thing . . . when you want to do it . . . and, most important of all, where you are!"

It's true, too. When you wonder why a lesson didn't succeed, check the what-how-why-when-where list; you'll find you missed one of them.

"You mean," said a student, "that you include *all* those in your lesson plans?"

"Yes, indeed—and a great deal more," was my reply. I warned them sternly that mere jottings were not enough—not even for the experienced teacher.

■ You Have to Know **WHAT** You Want to Do—

"In your case," I said to the first student, "you wanted to teach Lesson 22 from the *Manual*." That's the lesson involving omission of a minor vowel, the oo-hoo representing the diphthong *u*; the days of the week; the months; and some common city and state names. "Anything else you want to do?" I asked. She just looked at me. "What about," I asked, "the reviewing, the reading, the writing, your dictating? They're part of **WHAT** you should want to do."

■ You Have to Know **HOW** to Do What You Want to Do—

"But it's simple," she replied. "You just begin with the first paragraph. You write it on the board—and do the same with the rest of the theory to be presented. Nothing to it! That's the way I did it in my class."

"And how did the lesson go?" I asked. "Students grasp what you presented?"

"No," she shook her head. "But it couldn't have been the *lesson plan*, for I had it down solidly in black and white."

■ You Have to Know **WHY** You Want to Do What You Want to Do—

"What one part of the lesson would have a familiar ring to the students?"

She thought about that. "The days of the week, I suppose. And the months."

"Would it have been more interesting to the students to have started with that part of the lesson?" I asked. Several of the young teachers nodded.

"But the authors—" she began.

"Remember," I said, "the authors never lay down hard-and-fast rules that keep you from using some initiative to make a lesson better."

■ You Have to Know **WHEN** to Do What You Want to Do—

As we talked along, it was clear that the student teachers understood that **what to do** involves more than knowing what theory was to be presented, that the **how** involves more than blackboard technique, and that the **why** of lesson adjustments take a little thinking through and planning. "But where does the **when** come in?" one of the girls asked. "Don't you follow the sequence of the authors?"

"In the early lessons, yes," I answered; "but later on you will find that you have to change your pace a bit. Have you ever noticed that the same group of students seldom reacts the same way two days in a row? One day they are eager beavers; the next day, tortured turtles—on the same kind of exercise or drill. You have to pace things, know **when** to perk up the class, **when** to take it easy."

"Never thought of it that way," one commented. "I suppose there are days when you might defer the new theory, spending more time on the homework review; and, then again, you might skip the review and jump right into theory."

■ And You Have to Know **WHERE** You Are, Minute by Minute—

"That's the idea," I said; "and that's why you have to write the **when's** into your lesson plan. And that brings us to the **where** business. Two aspects—**where** you are in the lesson itself (if you don't finish your lesson, that's what you forgot); and **where** you are in the room. You have to be in command, and that means you have to know where you are. Are your students following you closely? Is the whole class working? Are you on schedule? Did you spend too much time on the review or blackboard drill? You have to control the lesson."



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Today's Secretary
330 West 42nd Street, New York 36

Training for Retailing

DR. J. K. STONER

State Teachers College
Indiana, Pennsylvania

IT IS NOT EASY to follow Samuel Caplan as author of this column, for the authoritativeness of his opinion and the breadth of his experience and contacts made this one of the brightest parts of the magazine during the past two years. This writer is going to take refuge in a favorite authorial device: make the new product quite different, so that it cannot be compared with its predecessor. Instead of featuring news and resources, it will feature classroom aids and ideas for teachers of salesmanship, advertising, retailing, and the related distributive courses. You are invited to send the writer ideas that you, too, have found effective in the classroom or comments about the suggestions presented here each month.

■ For a Starter: A Sales Calendar

To open your course with a device that will give students a new and impressive view of our field, guide them in the preparation of a sales calendar that summarizes, month by month, the various "Weeks," "Days," seasonal peaks, school selling projects (tickets for the senior class play, for example), birthdays, and historical events. Start with a good commercial calendar and have class committees responsible for completing the various months. You'll be amazed at how many items there are to calendar—National Tie Week, Felt Hat Day, National Home Week, National Kids' Day, National Dog Week, National Secretaries Week, and a score or two of others, not overlooking Father's Day and Mother's Day and First Day of Autumn. Enormous potential.

• Resources: The Department of Commerce, in Washington, issues a publication entitled "Special Days, Weeks, and Months in 19—" The NRDGA has a very comprehensive sales-promotion calendar. Many retail associations, even local ones, have such calendars. Local storemen can help, too.

• Application: You will find that the calendar will be an endless source of timely and interesting ideas and projects throughout the school year—ideas for bulletin boards, themes for window and showcase displays, topics for sales demonstration, and so on. And a fine course-opener.

■ Build Up Your Classroom Library

Any course that gives constant attention to human relations (and no course is more centered on that subject than is one in selling!) is full of differences of opinion and of ideas. The opinions and ideas must be ferreted out and explored and discussed. Those of a single text are not enough; a resource center for the opinions and ideas of other writers is needed in every retailing classroom.

• The obvious things that belong in the classroom library are texts other than the basic one used in the course, booklets and pamphlets of supplementary information or material, resource notebooks of local ads, and so on.

• Less obvious but just as important are the trade journals, the sales calendars, and the literature published for specific kinds of retailing businesses. DE co-ops will be able to procure recent and back copies of trade literature from their stores. Students in a class can put on a campaign to get various kinds of trade literature from the local merchants. Most businessmen, you will find, are glad to lend or give the school copies of their trade magazines.

• Values are numerous: Stirs interest of students, awakens them to the size and importance of the field, provides reliable material, serves as a source for oral and written reports, etc. Too good to overlook!

■ "Human Wants" Assignment Focuses Attention on Basic Needs

Volumes have been written on why people buy—for safety and protection; for comfort and convenience; to fill the need for affection, power, or prestige; for gain and economy; and so on. Sales service (and appeal) are normally addressed to those "reasons."

So, a good, basic assignment: Have students prepare a list of, say, 20 items or ideas that have to be "sold." After each item, have students list a basic want or need to which a sales appeal should be made. Then have them write the opening sales statement for each item. Have them read the statements aloud and criticize each other's approach to the problem. Makes a good lesson!



J. K. Stoner

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado

IN WHAT YEAR did an English engineer think up the basic idea of a typewriter: 1714? 1832? 1888? What is the origin of the popular phrase, "Now is the time for all good men to come to the aid of their party"? Who was the first author to turn in to his publisher a typewritten book manuscript? How many schools teach typewriting in the United States today: 2,300? 23,000? 230,000? How much does it cost to produce the average business letter? These are a few of the questions contained in "A Typewriter Quiz," found on the back cover of *The Wonderful Writing Machine*, by Bruce Bliven, Jr. (\$3.95, Random House, Inc., New York City, 236 pp.). Another newly published book that will make excellent reading for teachers and others interested in typewriting is *The Typewriter and the Men Who Made It*, by Richard N. Current (\$3.50, University of Illinois Press, Urbana, Illinois, 149 pp.).

Mr. Current is an historian, and he gives us a detailed history of the typewriter. Mr. Bliven's book is easier reading, but it does not contain the historical data covered in the Current book. Both books are well illustrated—the Current book with early newspaper advertisements, diagrams and pictures of early machines, and, of course, pictures of "the men who made it." The Bliven book carries more than sixty interesting illustrations that give a good visual picture of the development of the typewriter from the first models up through and including a picture of Lin Yutang's daughter working at a Chinese typewriter that her father invented.

■ Business Without the Typewriter—

It is difficult to visualize the world of business before the invention of the typewriter. All letters had to be written in longhand in the office of that day—only the scratching of pens as the businessman (often the boss himself) took his pen in hand to acknowledge his day's mail. Rarely was a woman to be seen in that man's realm. That is in startling contrast to today's picture—business establishments employing two and one-half million women typists; a single U. S. battleship requiring 55 typewriters aboard; and, as Bliven reports, "more typewriters within 4,000 yards of the front lines [when the American Army advances] than medium and light artillery pieces combined."

Typewriting teachers should realize and understand thoroughly the significant role that the typewriter has played in the development of American business: It has "revolutionized communications, helped in the expansion of business, increased profits, saved time, transformed the appearance of offices, and influenced the language." An entire new white-collar class has been created, and correspondence has been made far easier than it could possibly have been in the era of the steel pen.

■ Development of the Typewriter—

Before 1867 there were at least fifty-one inventors who had tried, but failed, to develop a machine that would write faster than the thirty words a minute or so then considered a good writing speed. Christopher Lathan Sholes, in 1867, introduced the writing machine that was to have so profound an effect upon business.

At its very beginning, the typewriter's future was in doubt. Not even Sholes had faith in it. Important to the future success of the typewriter was the fact that promoter James Densmore, a former newspaperman, believed in it "from the top-most head of my hat to the bottom-most head of the nails in my boot heels."

For six years Densmore went into debt and lived in a garret—often with nothing to eat but apples and soda crackers. During that time he prodded Sholes into trying new machine after new machine. In 1873 Densmore had a typewriter that he thought would satisfy the market and contracted with E. Remington Sons to produce Sholes' writing machine. The rest of the story is one of steadily growing success. Promoter Densmore had built an estate of a half million dollars by the time he died in 1889. Unfortunately, however, Sholes sold his rights before the profits started pouring in.

Kenneth J. Hansen

that promoter James Densmore, a former newspaperman, believed in it "from the top-most head of my hat to the bottom-most head of the nails in my boot heels."

ERASERSTIK



**gives a
girl a
helping
HAND**

**A beautiful letter—
yet one miserable
error stands out like
a gravy stain on the
Queen's robe.**

**A smart Secretary
neither swears (under her breath) nor
despairs. She reaches
for her handy White
Polished ERASERSTIK
... one, two, three,
a quick flick... and
the error is erased,
leaving not a ghost.**

**It's like having a
third hand, this
wood-encased pol-
ished beauty. Easily
sharpened with knife
or mechanical sharp-
ener.**

**Look for the
ERASERSTIK trade-
mark. It isn't an
ORIGINAL ERASERSTIK
unless it has the
ERASERSTIK name.**

**FREE SAMPLE, TO
TEACHERS for class
demonstration pur-
poses. Please write
on your school let-
terhead.**

7099

7099B with brush

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Careful, Miss King!

ANNE FOX GREENBAUM

THREE WAS THAT LOOK on Mr. Moreland's face again. The public relations director of Larabee College was¹ about to lecture his secretary on her one outstanding failing.

"Now, Miss King," he cleared his throat noisily² (after four years it was still "Miss King" because Mr. Moreland believed informality was out of place in any³ office, no matter how small). "It's all very well," he continued, "for you to have your own personal opinions⁴ about people and things, and, and . . . oh, you know what I mean, Miss King. You simply will have to stop being so⁵ outspoken, especially if the Board passes on my suggestion to make you my executive assistant when⁶ the new semester starts next month. You may not realize it, but telling Doctor McLane at yesterday's session⁷ that his plan was not feasible was most definitely uncalled for—even if we all did privately agree⁸ with you."

■ Ruth King bowed her neat blonde head slightly, determined she would keep quiet for once. Mr. Moreland was right, of⁹ course, and what he told her was for her own good. She was smart and efficient, attractive, too—but how many bosses¹⁰ would put up with a secretary who wouldn't sit back and be a secretary, a girl who, try as the would,¹¹ couldn't resist speaking her own mind at the most inopportune moments?

"So much for that, Miss King." Mr. Moreland¹² looked relieved, like a man who had just discharged an unpleasant duty. "You, of course, will attend the literary¹³ gathering tomorrow. Certain things might come up, and I may need your assistance."

"Yes, Mr. Moreland," Ruth replied¹⁴ in an uninterested monotone. A certain Jerome Sands, rising star of the literary world had¹⁵ condescended to stop briefly at Larabee College en route to his home town, which was nearby. Although his novels¹⁶ were the talk of the campus, among faculty and students alike, Ruth considered Sand writing pompous and smug.¹⁷ She disliked the thought of having to listen to Sands' speech tomorrow. But if Mr. Moreland said he might need her,¹⁸ she would be there—to the bitter end.

"I'll be there, of course, to present Mr. Sands to the audience," Mr. Moreland¹⁹ continued.

Ruth was listening rather listlessly. "Well, that's about it, Miss King. We have cleaned up the correspondence,²⁰ and we are in pretty good shape on press releases. I'll work on the final exam for my public²¹ relations class this evening, and you can polish it up tomorrow."

With that, Mr. Moreland closed his correspondence²² folder, reached for his hat, and said, "Good night, Miss King, see you tomorrow."

■ A fair-sized crowd was already milling around²³ the Student Union hall when Ruth arrived next day. She recognized some of the town's press and radio²⁴ representatives. Judging by the large number of unfamiliar faces, the occasion had drawn quite a few Sands' fans²⁵ (or relatives, Ruth thought) from the city. She took advantage of an empty chair in a remote corner to relax²⁶ for a few moments. She was engrossed in watching the swaying feathers of a brilliant red hat when a man's voice²⁷ took the thoughts right out of her mind.

"Amazing how that hat stays on her head, isn't it?"

"Oh, my, was my staring that²⁸ obvious?" Ruth blushed in her embarrassment.

"Don't worry about it. I'm sure no one else noticed it." The young man²⁹ smiled and sat down in the chair next to Ruth.

A newspaperman, Ruth guessed to herself, and then said aloud, "You're covering³⁰ this speech for a paper, I suppose?"

"Why, uh, in a way." He sounded rather uncertain about it. Probably³¹ a cub on his first assignment.

"Too bad you had to land this assignment," Ruth said sympathetically.

■ "How³² do you mean, 'too bad'?" he asked.

"Well, this Sands character will prob-

ably spoil the rest of the day for you. If you've read³³ any of his books, you can't help but know he's a conceited old fool who tries to inject his remedy for what³⁴ ails the world into every paragraph he writes."

"Oh, so you have read every paragraph?"

"Well, almost—but³⁵ only because those gullible people I work with force me to. I'd be an outcast if I didn't read the works³⁶ of their beloved Jerome Sands. How he does it amazes me."

"Does what?" This nice young reporter obviously³⁷ didn't know much about the author whose speech he was covering.

"Hypnotizes everyone into believing³⁸ he is great."

"Oh, I wouldn't say he does that. I think he is just a man who is interested in human³⁹ nature and would like to see more people lead fuller, happier lives."

"Well, that is an interesting observation.⁴⁰ I see you are familiar with the writings of Jerome Sands." Ruth added sarcastically, "Everyone⁴¹ to his own opinion."

She was still reelng off her objections to the novelist when Mr. Moreland rushed in⁴² and said breathlessly, "Oh, there you are, Miss King. Sit over here where I can find you if I need you later." He turned⁴³ to Ruth's new acquaintance. "Welcome to Larabee, Sands. Come along: I imagine the crowd is eager for the program⁴⁴ to begin."

■ Ruth was frozen to the spot. In the confusion before the program got under way, she managed⁴⁵ to elbow her way through the people to Mr. Moreland and explain that she suddenly felt ill—too ill to remain.⁴⁶ Tomorrow she might be able to face things, but not now, not this afternoon. Sands would tell Moreland everything,⁴⁷ and Ruth's chances for the coveted promotion would be lost—she might even be out of a job.

"Never again⁴⁸ will I be so free with my opinions. I'll count to ten, ten times over, before uttering another⁴⁹ syllable," she vowed.

■ Morning coffee next day failed to work its usual stimulating magic on Ruth. She sat at⁵⁰ her desk fidgeting nervously, wondering what she would say to Mr. Moreland. She was totally unnerved when⁵¹ he greeted her with his usual "Good morning, Miss King, a lovely morning," and she held her breath for the storm she⁵² felt sure would follow.

But it never came. Instead, "Please step into my office, Miss King, and bring your notebook."

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictation. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; at 100, in 12 seconds; at 120, in 10 seconds, etc.

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Clear Signal prints automatically on tape with first item following a total • **Totals and Sub-totals** obtained instantly by depressing bars—no space strokes required • **True credit balance** printed without extra motor operations or pre-setting • **Over-size control keys**, each plainly labeled, give direct "live" response.

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"Are you¹⁰ feeling better today?" he began when Ruth was seated. "Here is some news that will cheer you up. Talked with Raines last night,¹¹ and he informed me the Board approved your promotion. Beginning next semester, you are Ruth King, Executive¹² Assistant to the Public Relations Director of Larabee College."

Dumbfounded, Ruth kept her resolution.¹³ She was silently counting to ten for the second time when Moreland said, "Oh, say, too bad you couldn't stay for¹⁴ the speech yesterday." He paused for a few seconds. "As a matter of fact, Miss King, it was pretty terrible. This¹⁵ novelist, Sands, would do well to let his books speak for themselves and keep himself out of sight and, especially, out¹⁶ of sound. Now, remember, this is strictly confidential, but I will say I'm not the only one who received an¹⁷ unfavorable impression."

"That's strange," said Ruth half aloud, half to herself. "He seemed like such a personable¹⁸ young man. First impressions are deceiving."

"What's that, Miss King?"

"Why, nothing at all, Mr. Moreland. I'm sorry I¹⁹ interrupted. You were saying?" Ruth was puzzled. To hear Mr. Moreland talk, Sands added up to a stuffy fellow²⁰ at best. But, if that were the case, surely he would have told Mr. Moreland everything without sparing a single²¹ detail of her tactless verbal display before him. Yet, Mr. Moreland had mentioned nothing.

■ Ruth's brain was awhirl²² trying to piece together the puzzle.

"Of course we all could be wrong about him," Mr. Moreland said as an²³ afterthought. Turning abruptly to his correspondence file, he dismissed the subject of Jerome Sands. "Take a letter²⁴ to J. F. Kent . . ."

■ The intercom set on Mr. Moreland's desk began to buzz. "Mr. Louis Sands to see Mr.²⁵ Moreland," the crisp voice of the receptionist announced.

"Fine. Have him wait a minute." Mr. Moreland flicked off the²⁶ buzzer and turned to Ruth. "We are adding a new man to the journalism faculty next semester. His²⁷ appointment wasn't official until last night's Board action, so I didn't want to say anything. You know how the²⁸ Dean is about premature announcements. Intelligent young chap, made quite a name for himself at Georgetown College.²⁹

"Speaking of names—quite a coincidence, isn't it? Louis Sands and Jerome Sands; no relation at all. To get³⁰ on, he's going to take over supervision of the campus newspaper. I want the two of you to get³¹ together sometime today. Go over our setup with him. Show him through the files, the library, etc.³² Familiarize him with our publicity policies here at Larabee. You get the idea, Miss King?"

■ Ruth could³³ merely shake her head in the affirmative. The light had dawned with such blinding clarity that speech was impossible³⁴ for the moment. Coincidence? It was more like a miracle. She felt like shouting with relief and joy.

"From³⁵ now on," she promised herself, "I'm going to be known as The Careful Miss King. My guardian angel was watching³⁶ over me yesterday, but some day she may not be so accommodating—and I'm not taking any chances!" (1600)

The Long, Long Letter

B. J. LATIMER

I HAVE ALWAYS liked my job—I'm a translator in the mail-order section of a large Canadian department¹ store, and I take care of all those letters from our French-speaking customers that deal with requests, catalogue orders,² and complaints about merchandise. It is very interesting work!

But, on that day last June when I was scheduled³ to leave for my vacation, I thoroughly disliked my job and, for that matter, my boss too! Of course it wasn't⁴ my boss's fault. As he pointed out to me, the only other person who could possibly handle my work⁵ while I was away was very sick, and that meant he just had to ask me to clear up all the afternoon mail before⁶ I left. But, even though I realized the importance of my boss's request, I was hopping mad, for it⁷ meant that I would have to work after hours to get through the large pile of letters now on my desk. Since I had reservations⁸ on the seven o'clock plane for home, it also meant I would have to work fast.

■ I snatched up the letters and⁹ quickly rifled through them. For a stretch, I drove myself at top speed, translating letter after letter without a¹⁰ break. My spirits rose as the pile shrank. When, completely tired out, I reached for the last letter, the afternoon had fled.¹¹ But I was certain now that I could make my plane!

I split open that last bulky envelope, and out spilled several¹² sheets of cheap notepaper. I glanced quickly at the writing and skimmed through the numerous sheets, my heart sinking as¹³ I read. There were but a few fleeting minutes left, and I would need time to interpret such a long, involved letter.¹⁴

For a moment, I was recklessly tempted to sling the whole thing into the wastebasket, to hide it in my desk,¹⁵ to take it with me, to do something—anything—to get rid of it! But the impulse passed.

■ Bitterly disappointed,¹⁶ I phoned the airport and cancelled my reservation. It was no consolation that I was able to book¹⁷ a seat on the next morning's plane. I wired home that I would be

delayed and then telephoned Ann, my roommate, poured out¹⁸ my story to her, and told her to leave the door unlatched.

Why was I always letting people impose on me? This¹⁹ time I should have stuck by my rights and refused to work. But how could I have refused when the boss had always been so²⁰ nice to me?

■ I went out for coffee and a bite of supper, but I found I had little appetite. And, back at²¹ my desk, the eerie quiet of the empty office filled me with an even deeper sense of indignation.

My²² temper in no way improved as I tackled the offending letter. It was written partly in ink and partly²³ in pencil, with ink blots liberally splattered across the pages. I had to guess at much of the letter,²⁴ rereading parts of it time and time again in an effort to grasp the meaning. But, with the help of a magnifying²⁵ glass and every dictionary I could lay my hands on, I eventually gathered that M.²⁶ Bilodeau, the writer of the letter, had bought and received from our store a coal-wood range.

■ He described the tremendous²⁷ task it had been to transfer the heavy range from the freight shed to his horse-drawn wagon. He went into great detail²⁸ about his trip home. He had stopped all along the way, whenever he met friends, so that they could see and admire the²⁹ new range. On arriving at home there had been a great struggle unloading the range, and then the maddening discovery³⁰ that it would not go through the door. I wrestled with his word pictures of the reloading and the bringing of³¹ the range into the house by another entrance.

Then the man had uncrated the range, only to find that our store³² had neglected to send its legs. How could he use a range that had no legs?

■ I lifted my aching eyes. To think that M.³³ Bilodeau had written all these pages just to tell us we hadn't sent him legs to the range! I was silently³⁴ storming at the unfairness of it all when the telephone at my elbow shrilled.

"Yes?" I snapped.

It was Ann. "Kay!"³⁵ she gasped. "I've

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About the author...

GILES E. HOPKINS is internationally known as the pioneer of functionalized research and development in textile mills. He has been technical director of The Wool Bureau, Inc., since its inception and is the author of numerous articles on wool and its performance.

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just heard over the radio that the plane you were to take home tonight caught fire on the take-off. All⁸ the passengers were rescued, but a few of them had to be hospitalized."

My hands shaking, I hung up. The plane⁹ . . . the passengers . . . why, if it hadn't been for this letter, I would have been on that plane!

My thoughts were in confusion¹⁰ as I automatically filled out a requisition for the range legs to be rushed to M. Bildeau.¹¹

It was when I reached to gather up the sheets of notepaper that I saw, for the first time, the single, faint line of¹² cramped writing on the back of the last page. I stared, transfixed, as the words exploded in my tired brain. M.¹³ Bildeau had ended with: "I find legs in oven." (829)

The Promotion

JOHN REYNOLDS

WILLIE had been working in our office for a long time and was in line for a promotion, a promotion that¹ he was sure he would get. Some of our staff had their doubts, though—mainly the ones who didn't care much for Willie. Now I² could see why people who didn't like Willie, and there were quite a few, would think (or at least like to think) that he wouldn't³ get the promotion.

■ He wasn't the sort of fellow you would bring home for Sunday dinner. But, he was a pretty⁴ good worker, and I figured the boss would consider that above the rest of his traits.

Willie was sure he was⁵ going to get this promotion; still, he didn't like to see any unnecessary competition around⁶ him. It wasn't long before we started to notice that Clarence, the newest member of our firm, was a perfect⁷ example of just such competition. This led to some very interesting speculations on how Willie⁸ would deal with the situation.

Generally speaking, a new employee usually starts very hard at⁹ first and then drops to the production level of the older employees. Once in a while, you will find that a new¹⁰ employee will start off working very hard and will continue to do so, only to have the older employees¹¹ take offense. And, once in a great while, you will find

someone like Clarence who starts off working hard, continues to¹² do so, and wins the admiration of everyone.

■ Willie took dead aim, and it was apparent that he was¹³ out to get Clarence. He asked burdensome favors of the young fellow, which he knew a new employee couldn't refuse.¹⁴ The office staff pitched in and pulled Clarence out.

Willie took more direct action—he bawled Clarence out at every¹⁵ opportunity. The office staff covered for Clarence so that there wouldn't be many opportunities.¹⁶ Willie was shaken. He laid off Clarence for a day or two.

■ The staff was puzzled. Willie became Clarence's friend.¹⁷ The staff grew suspicious. Poor Clarence was receptive and grateful. A plan must be in the offing, but what was it?¹⁸ How could we stop Willie if we couldn't see what he was up to? Promotion time was drawing near; the boss was watching¹⁹

everyone.

Well, Willie, it seems, was losing his confidence. His best bet, he finally decided, was²⁰ to make this Clarence look like a doper. He called him over.

"Clarence," he said, "you should ask the boss for a promotion.²¹ There's a good job opening up, and I think you're the man for it. I think you'll get it if you go right up and ask²² him for it. Yes, sir, I think you'll get it."

■ Clarence went up to the boss. Willie watched them slyly while they talked. The boss²³ laughed. Willie smiled. Clarence came back. Willie smiled again. "Well, Clarence, what did he say?"

"Why, he said to tell you, Willie,²⁴ that I got it."

■ You know, I was talking to Clarence just the other day, and he said, "It sure was nice of Willie²⁵ to make a suggestion like that. Why, he might have gotten that promotion himself!" (514)

Flash Reading*

WATCHED

ELSIE LEFFINGWELL

I WAS A FRIGHTENING FEELING, the feeling that eyes were following me; and so I began to hurry—I was¹ afraid!

It had been an especially fine day, and it was nearing six o'clock as I reached the shady lane that² led to the farm I was visiting. I was to prepare the evening meal, and I was planning it as I came home³—chicken, potatoes, peas, bread and jelly, cherry pie, and coffee—when, barely three steps from the main road, that strange, eerie⁴ feeling that I was being followed all but put me to flight. I cannot explain the reason for it. There may⁵ have been the rattle of a tiny stone, the crackle of a stick snapping. I could not shake off the notion, and I⁶ began to hurry.

■ What could be following me? If it were our dog, he would bark if he saw me. It could not be⁷ a cat, for it was milking hour and the cats would be at the barn. No deer would be so close to the farm. Fancy is⁸ merely playing tricks on me, I thought. But, if it were a tramp there on that lonely lane in the dim light! I gave in,⁹ peering hastily back the path I was traveling.

It was no mistake. It was no mere fancy. I was being¹⁰ followed. Not far

back of me a shadow stopped in the path. No, not a shadow—a little fox! I began to breathe¹¹ again, happy in my relief.

■ He was a fat little fellow with large ears, and he was peering at me with his¹² head cocked. From his size I should say he was only a baby, and he should have been at home with his family. Foxes¹³ rarely leave their den when they are so small, I know.

I began to stroll on, glancing back at him. The little fox¹⁴ came on, too. I stopped, and he stopped. I began, and he began. I laughed, and he showed his teeth in reply. He was pleased¹⁵ with the exciting game I was playing with him. He, too, was having a fine evening stroll.

When I left the lane, I¹⁶ glanced back again as I locked our gate. The fox was still in the path, with his head cocked. The eerie feeling came back. The¹⁷ ears of the fox came alert and, with a leap, he vanished. And I saw a man in dirty clothing, with a heavy¹⁸ stick in his fist, emerge from the thicket and sneak off by the path on which the fox had played his little game with me. (380)

* Vocabulary limited to Chapters One and Two of Gregg Shorthand Simplified.



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PROFESSIONAL REPORT

SEPTEMBER
1954

■ Doctorates, New or Newly Reported—

• **Wilson T. Ashby**, Doctor of Education, at the University of Oklahoma (Norman), June, 1954. Thesis: "A Statistical Analysis of Selected Factors in Predicting Achievement in Typewriting," a study that isolated factors important in learning to type and organized them into a plan for predicting achievement. Major Advisor: **Dr. Gerald A. Porter**.

Doctor Ashby has his bachelor's degree from Eastern Kentucky State College and his master's from the University of Kentucky. He has taught in high schools in North Carolina and Kentucky, the Florence (Ala.) STC, and the Air Force Clerk-Typist School at the University of Oklahoma; he is now an associate professor of office administration at the University of Mississippi.

• **Cameron Bremeth**, Doctor of Education, at Teachers College, Columbia University, June, 1954. Thesis: "A Study of Business Education Practices in Georgia as a Basis for Suggested Revision." Major Advisor: **Dr. H. L. Forkner**.

Doctor Bremeth has been chairman of the Division of Business Education at Georgia Teachers College (Collegeboro) for the past seven years; he has resigned this position to accept appointment as Director of Business Education in Saudi Arabia, in co-operation with the U.S. Office of Education under the Point IV Program. The Bremeth family leaves for Saudi Arabia in early September.

■ September's College Appointments—

• **Charles W. Clements**: new professor and head of the department of business administration at Mary Hardin-Baylor College, in Belton, Texas. • **James A. Rouse, Jr.**: new director of Draughon's Business College in Columbia, S.C., upon release from military service in June. A veteran of both World War II and the Korean conflict, Mr. Rouse was graduated B.S. from Georgia Teachers College and Ed.M. from the University of Louisville; he has taught—between wars—in three Georgia high schools.



Cameron Bremeth... Now Ed.D., Columbia

• **Esco Gunter**: transferred from the principalship of the Murray (Ky.) State College's training school to an assistant professorship in the College's business education department. He is a former president of the Kentucky BEA. • **Mrs. Dorothy Ferencz**: from Clarion (Pa.) HS to an instructorship in the business education department at Allegheny College, in Meadville, Pa.

• **Dr. Frank M. Herndon**, president of the Southern Business Education Association: resigned his position at the University of Mississippi to accept one at the Mississippi State College for Women, in Columbus. • **David G. Goodman**: left the West Liberty (W. Va.) STC for Thiel College, in Greenville, Pa. Was graduated B.S. from the Trenton (N.J.) STC and M.A. from New York University. • **Annette Carpenter**: from Duquesne (Pa.) HS to the secretarial-science department at Geneva College, in Beaver Falls, Pa. • **Helen Gibbons**: from Plaingrove (Pa.) HS to a secretarial-science instructorship at Hood College, in Maryland.

• **Dr. Francis R. Geigle**, of Northern Illinois STC (DeKalb), has reported several staff changes. He himself has been advanced from department head to administrative assistant to the president of the College. **Dr. John L. Rowe** has been advanced from associate to full professor. **Dr. Robert L. Thistlethwaite** has joined the staff as department head. Doctor Thistlethwaite (Iowa State, Ph.D.) comes to DeKalb from the Western Illinois STC at Macomb, where he has been for the past three years; previously he was an Iowa high school teacher for 15 years, head of department at Council Bluffs HS, and superintendent in three Iowa towns. He has an article in this issue of BEW, page 25. **Dr. Lowell Chapman**, for the past seven years a staff member (lately department head at Lincoln Memorial University, Harrogate, Tenn.) has joined the DeKalb group to handle an expanded program in accounting and accounting methods. Doctor Chapman (Ed.D., Penn State) has also taught in Indiana high schools, Miami University (Oxford, Ohio), and the General Motors Institute (Flint, Mich.); he is also—and newly—CPA, Tennessee.

• **Mrs. Mae M. Dolezal**, of San Pierre, Indiana: joining the staff of Prof. E. E. Goehring as secretarial instructor at Valparaiso (Ind.) University. Mrs. Dolezal is an Indiana University graduate, a University of Wisconsin graduate student.

■ Bereavements—

• **Frederick G. Nichols**, for the past fifty years business education's staunchest friend and leader, died suddenly of a heart attack at his home in June, at 78.

A man of gifted intellectual abilities, firm character, and challenging outlook, he was a pioneer leader in business education: he was the first to be a city director of business education, the first to be a state supervisor of business education, the first to represent the field on the Federal Board for Vocational Education. His works—books, textbooks, monographs, articles, featured columns—are legion, and his dy-

namic influence has affected business training in every school in America. He worked right up to the time of his death; he completed his autobiography, which is virtually a history of American business education and business educators, just a few days before he died.

Just last Christmastime, at the NBTA convention, Mr. Nichols was presented the first—again, the first—annual John Robert Gregg Award in Business Education, in testimony to his rank as America's No. 1 business educator. In his acceptance speech, he said these words, an unexpected ring that echoes now: "It is a source of great satisfaction that I seem not to have made many professional enemies although I have been business education's severest and frankest critic for many years. Henceforth I shall have to leave the professional needling to others who, I hope, will try to be as intellectually honest in dealing with ideas and as considerate of the people whose views they attack as I have tried to be."

And as he was.

• **Dr. Frank Palmer Speare**, founder and president of Northeastern University (Boston), died on May 29, at 85. A former educational director of the YMCA, Doctor Speare was a leading figure in adult and co-operative education in the New England states.

• **E. Virginia Grant**, long active in EBTA and one of the East's outstanding shorthand teachers, died after a long illness. She was 73. For 18 years she taught at Newark (N.J.) Preparatory School, and before that at the Washington School for Secretaries, in New York.

• **Dr. Paul Salsgiver**, director of business education at Simmons College, Boston, died suddenly, at 46, after a seizure of coronary thrombosis. Doctor Salsgiver taught at Boston University before going to Simmons. He was nationally known for his authorship of high school textbooks.

• **Benjamin F. Williams**, for 25 years president of the National Association of Accredited Commercial Schools, died in Santa Barbara, Calif., at 83. For many



Frederick G. Nichols 1878-1954

years he was president of Capitol City Commercial College, in Des Moines.

• *Lloyd H. Jacobs*, New Jersey state supervisor of distributive education, and a nationally known leader in this field, died suddenly last June of a heart attack. Mr. Jacobs was born in Natick, Mass., and received his bachelor's degree from Boston University and his master's from Harvard. He had taught in New Jersey schools since 1923 (was one-time football coach and teacher at Morristown HS); went to Trenton STC in 1936, and in 1942 joined the state department of education.

• *John A. Zellers*, retired vice-president of RemRand and one of the great sponsors of public school training in business education, died in July. He was primarily responsible for the creation and establishment of the American Chapter of the International Society for Business Education, spoke at many conventions of business teachers, championed school services at RemRand.

■ **Lives, Private and Professional—**

• *Perle Marie Parvis*, for the past two years indefatigable publicity chairman for NBTA, has left Hammond (Ind.) HS and joined the staff of the Honolulu Business College. Miss Parvis, long known as a shorthand teacher extraordinary, was the first to develop a 200-wpm medalist (Raeburn Edgington) in Gregg Shorthand Simplified. A recent meeting of the Chicago Area BEA accorded her special honors and happy alohas.

• *Ernest A. Zelliot*, for the past 17 years director of business education in Des Moines, has retired. His years of service include teaching in Des Moines, 1918-1930, and directing the business-teacher training program at the University of Denver, 1930-1937. Textbook author and writer of many magazine articles, he has also taught in more than twenty different summer sessions—at Denver, Iowa, Harvard, and other institutions.

Now, he says, "I hope to catch up with my fishing, perhaps do a bit of writing, see still more of the United States, and on a limited basis—be available as a consultant and lecturer in business education."

• *Dr. William M. Polishook* (Temple University), "for his years of service as a public school teacher and administrator, college teacher and administrator, and author of several textbooks," was tendered the annual award for distinguished service given by the Pennsylvania Business Educators Association, in its late-spring convention in Philadelphia.

• *Dr. Helen J. Recknagel* is on sabbatical leave from Cornell University, but she's not resting; she is working until January 15 as research associate in the national office of the Hotel Sales Management Association, helping prepare a manual for training salesmen in that field.

• *Dr. Paul S. Lomax*, chairman of the business education department at the NYU School of Education, is one of six alumni (he earned his Ph.D. at NYU) chosen to receive the University's 1954 Alumni Meritorious Service Award "for distinguished service to the University." The award consists of a scroll and a bronze medallion. Few business educators, though aware of his tremendous activity in business education organizations, know



CONNECTICUT'S second Business Education Institute at the University attracted more than a hundred business teachers from Connecticut, Massachusetts, and Rhode Island. Featured presentations: general business (clinic leader: R. E. Slaughter, of Gregg) and typewriting (speaker: Philip S. Pepe). Ringmaster of Institute was Dr. Dean R. Malsbury, of the University.

of his NYU alumni activities. A member of the faculty since 1924, he was president of the School of Education Alumni Association in 1951-52, and he is now a director of the Univ.'s Alumni Federation.

• *Dean Atlee Lane Percy*, of Boston University, was awarded one of the two annual accolades of the Commercial Directors Club of Massachusetts at its late-spring meeting in Boston. Says the citation, "To Atlee Lane Percy, outstanding leader in the field of business education; successful author; wise counselor to teachers and young people; exemplar of administrative competence. . . ."

The other award was made to the late Frederick G. Nichols, at what may have been his last public appearance. His citation read, "pioneer and dean of business education; distinguished leader, able organizer, administrator; author and critic; friend of teachers and businessmen; sponsor and motivating spirit of this group. . . ."

• *Mrs. Florence Wissig Dunbar*, former high school business teacher (Morton HS, Cicero, Ill.), business law expert and enthusiast (contributor to BEW), and at present on leave from her job as a faculty member at Wilson Junior College (Chicago) and as a judge in Adams County

(Quincy), has won the Democratic nomination for Adams County Superintendent of Schools. Election time: November.

• *Roy W. Poe*, for the past two years managing editor of the Gregg Division of McGraw-Hill, has been promoted to the post of Editor-in-chief of the Division. He will be in charge of Gregg's entire textbook-development program. Mr. Poe was formerly director of Gregg College (now a division of Northwestern University), in Chicago, and assistant dean at Golden Gate College, in San Francisco. A war-time naval officer, he is a two-time graduate of Oklahoma A&M.

• *Mary B. Rogers*, after 35 years of teaching subdebs to look after their business affairs, has retired from her post in the business-training department of Finch College, New York City. The Finch Alumnae Association (whose members own some 200 pairs of bootees from the clicking needles of their typing teacher) honored her at a lavish luncheon.

Said Miss Rogers, "Young women, no matter how well-to-do their parents, should be trained in the processes of secretarial work and the handling of money." She has made 26 trips to Europe with Finch students; now she plans to make another trip—this time alone.



PI OMEGA PI's top echelon, the National Council, met at Ball State Teachers College to plan its biennial convention (Chicago, Dec. 26-28, just prior to NBTA). Meet: Mrs. Marie Vilhauer (Missouri Central College), secretary-historian; Mina Johnson (Ball State), vice-president; Dr. James Blanford (Iowa STC), treasurer; Dr. Paul F. Muse (Indiana STC, Terre Haute), president; Dr. Audrey Dempsey (East Carolina STC), organizer; George Wagoner (University of Tennessee), past-president; and Jane White (Georgia SCW), fraternity editor.



TEXAS'S two-week workshop at the University of Texas lured 93 business teachers from all over the Southwest to Austin. Dr. Faborn Eiter (extreme right) set up a full-credit program, clinic style, that ranged from general business to adding machines. Imported speakers included Mary Connolly (Boston), Juanita Rauch (Denver), Alan Lloyd (New York).

• **Wesley E. Scott**, Philadelphia city supervisor of business education, was honored by his associates: the Philadelphia BTA awarded him a citation, "Through his indefatigable efforts, he has initiated an effective revision of the commercial curriculum . . . has promoted a closer relationship between the various business organizations and those interested in commercial training; has labored tirelessly and successfully to achieve closer co-operation between the teaching personnel and the administrative officials in the best interest of the schools." The presentation was made on behalf of the Association by Dr. Louis P. Hoyer, Philadelphia's superintendent of schools. Presiding at the dinner meeting was Samuel L. Kreizman, who was re-elected president. The Association plans to make a citation each year.

• **Rolland H. Meffert** succeeds Mr. Zeliot as Des Moines director of business education. Mr. Meffert is a graduate of Cornell (Iowa) College, A.B.; and the University of Denver, M.S.; and he has

done additional graduate work at Drake and Iowa State. Before becoming a business teacher in Des Moines in 1939, he was for eight years business teacher and high school principal at Shell Rock (Iowa) and superintendent of schools at Allison (Iowa). Since 1951 he has been vice-principal at Franklin Junior High School, in Des Moines.

■ **The Automatic Office**—

The National Business Show will be held in New York City in the 60th and the 71st Armories from September 27 to October 1. It is the fiftieth annual exhibition. The theme will highlight the old, the new, and the trend toward "office automation."

■ **Collegians, for Next Summer**—

One of the special activities of the Foundation for Economic Education is arranging for "business fellowships" for college instructors. Pattern: the professor visits and works in a business house for six weeks in July and August. His transportation is paid, and he is given \$500 for expenses.

To date, more than 400 professors from

more than 200 colleges and universities have tasted business life via the fellowships. Right now, the Foundation is lining up candidates for next (1955) summer. Interested? Write to Dr. Leonard E. Read, president of the Foundation, at Irvington-on-Hudson, New York, for application forms.

■ **Illinois Student Best Artypist**—

Winning over 1,130 other entrants in the 16th Annual Typewriter Art Contest sponsored by artypist Julius Nelson was Dale Brinkmann, of Carlyle (Ill.) High School. His prize: a portable typewriter. His proud instructor: Wilma Dieckmann.

Winner of the school trophy (for best group of 10 or more) was—again—Presentation of Mary Academy, in Hudson, New Hampshire; instructor of the winning group: Sr. Francis de Laval.

Portraits of the presidents were the most popular types of entries, reports Mr. Nelson; "also of considerable frequency were scenes, and sketches of dogs and horses."

■ **UBEBA Raises Its Dues**—

"You can't operate a \$100,000 organization on a \$50,000 income," one of the UBEBA council members explained. In the past year, membership dues accounted for only 40 per cent of UBEBA's bill-paying; the rest came from other income-producing activities of UBEBA's headquarters office, advertising in the Association's periodicals, and a subsidy from the NEA.

So, UBEBA is necessarily upping its rates. Now:

• "Comprehensive" membership (in UBEBA and all four of its special divisions) and subscriptions to the 8-times-a-year *UBEBA Forum* and 4-times-a-year *Quarterly*, \$7.50; special two-year rate of \$13.50.

• "Student-Comprehensive" membership (same as above, but for undergraduate trainees only), \$3.75.

• "Unified" membership (in UBEBA, but not in its divisions) and subscription to the *Forum*, \$5; two-year rate of \$9.

• "Student-Unified" membership (as above), \$2.50.

• Membership only in the International Society for Business Education (one of the UBEBA special divisions), but with a subscription to ISBE's *International Review*, \$3.

Your checks go to UBEBA at 1201 Sixteenth Street, N.W., Washington 6, D.C.

■ **Complete Program at DePaul**—

The business-education training program at Chicago's DePaul University has tripled its horizons: Its two-year secretarial-training program continues, but to it has been added a four-year executive-secretarial program and (with the special blessings of the Chicago Board of Education) a complete four-year B.S. program for training business teachers. Heading the expanded department is the person who built it up: *Loretto R. Hoyt*.

DePaul is a Roman Catholic (Vincentian) institution, but students of all faiths and creeds are enrolled. Unique aspect: All business-education classes meet in the mornings, freeing students for employment in the nearby Loop business district every afternoon. (The school is in downtown Chicago.)

The new teacher-training program requires a broad background of general courses (English, geography, history, phi-



BUSINESS TEACHER of the Year, selected by eleven co-operating chapters of NOMA, is Mrs. Ruby Baxter, of Grayson, Louisiana, whose list of school and community activities is astonishing. (Left) She went to NOMA's St. Louis convention with Louisiana Supervisor Gladys Peck, was received by NOMA Vice-President Floyd Guillot, and (right) was tendered her award at the banquet, the presentation being made by the chairman of NOMA's educational committee, Dr. Irene Place (University of Michigan), who had initiated the teacher-of-the-year project.



Rolland H. Meffert is the new Director of Business Education in Des Moines

losophy, social science, and—for Catholics—religion) in addition to the usual professional studies. Students may major in instruction in accounting, general business, and stenography. Practice teaching is conducted in Chicago's public and parochial schools. The program qualifies graduates for Illinois certification and admission to graduate schools.

■ **First Honorary Degrees, at Pace—**

The June commencement (46th) at Pace College, New York City, featured an innovation: conferring of the College's first honorary degrees—four of them: to J. Edgar Hoover, of FBI fame; to T. Coleman Andrews, US Internal Revenue Commissioner; to Jacob L. Holtzman, regent of the University of the State of New York; and to Frederick M. Schaeberle, Pace treasurer and trustee.

And—not honorary, but won through seven industrious years of night school—a Bachelor of Business Administration degree to BEW's features editor, Walter M. Lange.

■ **For Strayers, the Golden Fifty—**

Strayer College (Washington, D.C.) celebrated its fiftieth birthday on July 10 at commencement exercises at the Statler. More than 91,000 students have attended day or evening sessions for the various programs offered by the dual institution: Strayer College of Secretarial Training and Strayer College of Accountancy. Edmond S. Donoho is president; Elgie G. Purvis is director.

■ **Sheboygan-Mission Merger—**

The Sheboygan (Wis.) Business College recently merged its program with the business-training program of Mission House College, to establish a new School of Business Administration. In addition to short programs of a year or less, the school now offers (1) a two-year program leading to an associate degree in general business or secretarial studies, and (2) a four-year program leading to a B.S. in the fields of accounting, business administration, or secretarial studies.

■ **Paterson-Montclair Merger—**

With the selection of business education majors for the entering class this fall, the first step in merging the departments of business education at two New Jersey state teachers colleges—Paterson and Montclair

—is being taken. No new students are being accepted in the department at Paterson; present students there will complete their program at Paterson.

Beginning this month, the Montclair program will be broadened to include secretarial studies as well as general business and accounting. Dr. M. Herbert Freeman, who has been head of department at Paterson, has become chairman of the newly merged department at Montclair.

The staffs of both colleges have, for some time, been studying equipment needs and planning the new curriculum. It is anticipated that few changes in staff assignments will be necessary.

■ **In L.A., a New Name—**

The Metropolitan Junior College in Los Angeles has a new name: "The Los Angeles Junior College of Business," complete with one-year Business Certificate programs and two-year Associate in Arts programs, day and night.

■ **You, Too, Can Be Air-Conditioned—**

• In Denton, Texas, it is warm in the summer. The graduate class of Dr. Ruth I. Anderson at North Texas SC met in one of the buildings considered too old for all-over air-conditioning. So, members of the class chipped in \$5 each and bought an air-conditioning unit wholesale. "About 15 cents an hour for comfort—it's worth it," the class decided. Report: It was.

• In New York City, it is warm in the summer. Dr. H. L. Forkner is working on a fund for air-conditioning his lecture hall. Procedure: Doctor Forkner arranges a most attractive and valuable social and professional program of special activities for all his summer students at Teachers College, Columbia. Each student makes a \$1 deposit for each special event as he signs up for it; the \$1 is refunded if the student appears on the scene—but it goes into the air-conditioning fund if the student doesn't appear.

• In Raleigh, N.C., it is warm in the summer. So, moving into a new location [address: 220 Hillsboro Street, Raleigh], King's Business College has a building that is completely air-conditioned. More—it is color-conditioned (fluorescent lighting, painting, etc.). More—it is sound-conditioned (soundproofing, PA system, radio pipe lines to each classroom). More—it is music-conditioned (soft music in all nonclassroom areas). "It's the South's most modern and most beautiful business college," says President Orville T. Smith; "and you'll have to stop in and see us before you can realize what we have!"

■ **GSCW Wins Pi Omega Pi Trophy—**

As a tremendous and successful spur to chapter activities, the national office of Pi Omega Pi offers an annual award to the chapter that earns the most "points" for its publications, reports, and projects. Eta Chapter (North Texas State College), last year's winner and therefore this year's jury, found that Gamma Nu Chapter, at Georgia State College for Women (Milledgeville) took top honors for the 1953-1954 school year.

BEW is very happy about it all. For one thing, BEW Columnist Jane White is sponsor of the winning chapter. For another, one of the chapter's projects was preparing a huge portfolio of posters for the Editor to use in his "Methods of Teaching General Business" presentation

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at the last NBTA convention; and the points the chapter earned on that project was just enough to put them in front.

Runners-up were the chapters at East Carolina TC (Greenville, N.C.), Central College (Fayette, Mo.), Duquesne University, Iowa STC, Albany STC, Florida SC, Eastern Illinois STC (Charleston), Kansas (Emporia) STC, and the Springfield (Mo.) STC—in that order. East Carolina, winner two years ago, was edged out by CSCW by a close 133 to 131 points.

■ Got Any Slow Learners?

If you do, and if you want itemized specific suggestions for meeting their unique needs, get a copy of the May, 1954, issue of *American Business Education Quarterly* (address: Ted LaMonte, 12-20 27th Avenue, Long Island City 2, New York; price: 75 cents).

Edited by Dr. Hennan G. Enterline (Indiana University), this issue contains the tested ideas, classified by subject area, of more than fifty business teachers who have worked with slow learners.

■ Associations Report That—

• **Little Rock:** The big SBEA program at Thanksgivingtime will have as a theme, "Human Relations in Business Education," says President Frank M. Herndon. Convention opens at 2:00 on Thursday afternoon with BEW Editor Alan C. Lloyd's "Building Typewriting Skills" teaching demonstration and winds up with drawing

of door prizes at noon, Saturday. Between the two events: Two dinners, one reception, one ball, several luncheons and breakfasts, speeches or demonstrations by about 100 performers, and—mirabile dictu—a reception at the Governor's Mansion!

• **Illinois:** New president of the Illinois Association of BC's is V. G. Musselman (Gem City BC, Quincy).

• **Chicago:** New president of CABEA is Wilbert F. Doak (Morton HS, Cicero); his associates: Dr. Doris Howell (Evanston), vice-president; Warren Polley (Antioch), secretary; and Wilhelmina Hebner (Hammond), treasurer. CABEA meets monthly, welcomes visitors; schedule: September 25, October 23, November 20, January 22, February 26, March 26, April 23, and May 21.

• **Florida:** The Florida BEA met in Miami to hear Gladys Peck (La. state supervisor) and elect new officers: Mrs. Maudie Cook (Coral Gables HS), president—succeeding Mrs. Della Rosenberg; Mrs. Bessie Hiers (Lake City), vice-president; Nora Mae Holland (Miami), secretary-treasurer; Leon Ellis (Frostproof), sergeant-at-arms; and Edna Long (Bartow). SBEA-UBEA membership director for the state. The next meeting of the Association will be a Work Conference on September 24-25 at the Princess Iseeno Hotel in Daytona Beach; headliner will be typing consultant T. James Crawford.

• **Oshawa, Ontario:** The Canadian Business Schools Association met at Oshawa Business College last June in its 14th annual convention. Delegates from ten colleges heard executives and businessmen and elected new officers: President, M. C. Barnett, of Oshawa; vice-president (and past-president), J. T. Fleming; executive vice-president, Harold Metzler; and secretary-treasurer, Alma Mills.

• **Birmingham:** The vigorous South-eastern Business College Association met in Birmingham in April, talked teacher and recruiting methods, had a banquet, had a luncheon atop Red Mountain, and elected new officers: President, Jack Jones (Jones BC, Jacksonville); vice-presidents, A. M. Luther, Jr. (Knoxville) and Ary Phillips (Vicksburg); secretary, George Fletcher (Rome); and treasurer, J. E. Leonard (Montgomery). Next meeting: Nashville.

• **Rock Hill, S. C.:** The South Carolina BEA will hold its annual conference at Winthrop College on Saturday, October 30; it starts at 9:30 and runs for the whole day. Presiding will be Dorothy Von Patton; demonstrating morning and afternoon will be Dr. Alan C. Lloyd, complete with armloads of samples, lesson aids, bulletin-board pieces, and teaching kits.

• **Dallas:** Mountain-Plains BEA enjoyed a spectacularly successful convention in Dallas in mid-June, with Dr. Earl Nicks (University of Denver) presiding; Dr. D. D. Lessenberry (Pitt) giving the keynote address; Robert E. Slaughter (Gregg) winding things up at the finale; and a galaxy of authors, experts, and teachers filling in between. Next year's convention will be in Denver. New officers are: Dr. Vernon Payne (North Texas State College), president; Prof. Clyde L. Blanchard (University of Tulsa), vice-president;

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Ruben Dumler (St. John's College, Winfield, Kansas), treasurer; and Hulda Vaaler (University of South Dakota), secretary.

• **Cleveland:** When the Northeastern Ohio Teachers' Association meets in Cleveland on October 29, business teachers will have their own luncheon at the Statler, says Myrtle L. Cratty, chairman. The speaker: Dr. J. Marshall Hanna (Ohio State), on "Building Effective Learning Experiences in Business Education." Reservations: Steve Zorich, Garfield Heights (Ohio) HS.

• **Pittsburgh:** Tri-State BEA meets at the Hotel William Penn on November 5 and 6. Opening at 8:30 Friday evening with an address by former educator Dr. Forrest Kirkpatrick (assistant to the president of the Wheeling Steel Corporation), the convention will feature teaching clinics in each major subject area, on Saturday morning from 9:00 to 12:00. Presiding: Alex Hartman, of the Robert Morris School.

• **Indiana:** New executives of Indiana BE Club are President Reuben Foland (Speedway City High School, Indianapolis) and Vice-President Dr. Robert Bell (Ball State).

• **Idaho:** 1954-55 officers elected last spring for the Idaho BEA are Mrs. Rose Voget, president; Clisby Edlefson, vice-president; and Mrs. Billie Caine, secretary.

• **Illinois:** The spring convention of the Illinois BEA will be held jointly with the Missouri BTA in St. Louis. Illinois officers are Homer F. Ely (Alton), president; Mabel Scheiderer (Decatur), vice-president; Edward R. Leach (Chicago), secretary; and Charles Wagoner (Mt. Vernon), treasurer.

• **New York City:** New president of the Gregg Shorthand Teachers Association is Gilbert Kahn, of Newark (N.J.) East Side HS, elected successor to Dr. A. E. Klein. Other officers: Vice-Presidents, Howard Nelson, Helen McConnel, and Sr. Catherine Anita; and secretary-treasurer, Frank P. Donnelly.

• **Boston:** Massachusetts Commercial Directors Club paused in its drive to obtain a state business education supervisor long enough to elect new officers at its late-spring meeting: Mrs. Clara Lodi, president; Rose A. Farese, vice-president; Mrs. Catherine Dennen, secretary; and Hazel Marison, treasurer.

• **Kentucky:** The Kentucky BEA held its 24th annual spring meeting in Louisville; John Tabb presided over a luncheon attended by 98 business teachers and addressed by Dr. D. D. Lessenberry (Pitt). The fall meeting will be at Murray SC. New officers: Dr. Vernon Musselman (University of Kentucky), president; Ada Bell Hall, vice-president; Virginia Ackman, secretary; and Betty Schmitz, treasurer.

• **Chicago:** New president of Catholic BEA, elected at the ninth annual convention of the Association, at the Palmer House, is Sr. Mary Dorothy, O.P., head of department at Bishop McDonnell High School, in Brooklyn, N.Y. A pioneer founder of CBEA, Sister Dorothy has previously served four years as chairman of the Eastern CBEA Unit and three years as national vice-president. She succeeds

Brother Phillip, O.S.F. Other officers: vice-president, Br. James Luke, F.S.C.; and treasurer, Sr. Mary Immaculata, re-elected. Religious from 22 states attended. Next year's convention will be in Atlantic City.

• **New Jersey:** The NJBEA, meeting on the Rutgers Campus, elected Dr. Elizabeth VanDerhaar (Montclair STC), editor of the *Journal of Business Education*, its president for 1954-55. Other officers: vice-president, W. Clinton Compher; secretary, Corinne Thompson; and treasurer, Richard Borgen.

• **Nebraska:** Newly founded is the Nebraska BTA, which last spring held its first convention—in Kearney. Officers: Dr.

Wayne House (University of Nebraska), president; E. P. Baruth and Charles E. Thompson, vice-president; Mrs. Alma Howdeshell and Mary Forney, secretaries; and Leora Jane Washburn, treasurer. Chairman of the convention: Jamesine Bourke.

• **California:** The California BEA will hold its annual fall session on Saturday, October 30, at the Statler, in Los Angeles. Officers: Dr. Jessie Gustafson (LA State), president; Dr. Woodrow Baldwin, vice-president; Mrs. Alpha Boysen Stewart, secretary; and Mrs. Josephine Harrison, treasurer. Program: Big-names panel in the morning, a luncheon, and an address by Dr. Malcolm MacLean (UCLA).

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ments. The platform can be raised or lowered from 26 to 30 inches, in half-inch adjustments, resulting in nine height selections.

The desk itself is 20 by 34 inches and is 30 inches high. The small lever on the desk locks the adjusting mechanism in place or easily releases it when turned to the left. The manufacturers point out that the Adjust-A-Desk was constructed with durability and long life in mind.

• The TA134 has well-rounded rail and leg corners, with steel corner braces; and it is equipped with an oak drawer. Model TA334, also available, adjusts into a flat-topped desk suitable for bookkeeping as well as typing classes. Prices may be obtained from the Jasper Table Company, Inc., Jasper, Indiana.

Demonstration Board

Visi-graph, a new demonstration board for visual presentations, has been announced by the manufacturer, the Ohio Flock-Cote Company, 3713 Euclid Avenue, Cleveland 3. This board uses no chalk, tacks, or glue. The Visi-graph is a sturdily constructed blackboard laminated with a high-quality Velourette flannel. The board is used with the manufacturer's Velvette paper, one side of which has a self-adhering surface; the other side is coated with a velour finish.

• Displays are prepared by cutting the Velvette paper to size, peeling off the protective backing and pressing the self-adhering surface right on the back of any picture, diagram, chart, or even

small objects to be shown. These will remain on the board's surface until lifted off.

The unit weighs under fourteen pounds, measures 36 by 48 inches, and has a built-in folding easel for table use. The board's frame is natural poplar, treated with a wood preservative, and the flannel surface is jet black. Visi-graph sells for \$16.95 from the Ohio Flock-Cote Company.

New Pen Point

The Esterbrook Pen Company of Camden, New Jersey, has announced a new Renew-Point for its fountain pens and desk sets, a point tipped with an ultra-hard, long-wearing pellet to insure service without any alteration in the width of line due to excessive wear. This new point, No. 9555, is a firm, fine point, designed for and approved by Gregg. It is recommended for use by advanced students and by professional Gregg writers and may be obtained from dealers throughout the country for \$1.

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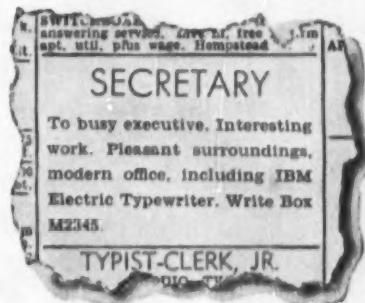
BEFORE an artist can sketch a picture, he must have in his mind a mental image of the finished painting. Before¹ a traveler can determine the best road to take, he must decide on his destination.

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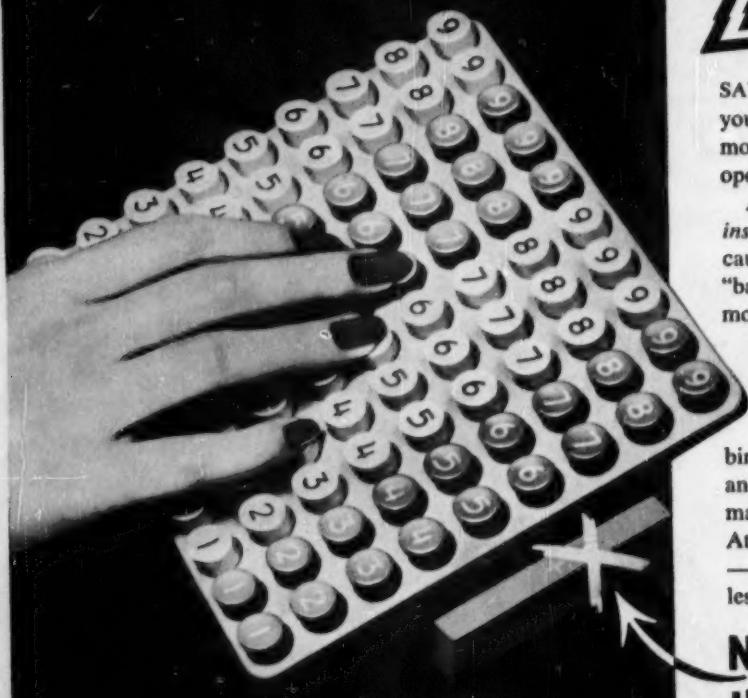
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